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ABSTRACT

This document contains curriculum outlines and preliminary evaluation of the 4-week summer preservice Teacher Aide Workship to train 40 paraprofessionals to serve as classroom assistants, clerical assistants, or specialists (e.g., aides to work with speech handicapped) in elementary and secondary schools. Course objectives and content outlines are presented for 15 different curriculum areas: The School System (a review of state and local school organization and of educational vocabulary); Basic Skills in Elementary Science, Social Studies, Math, and Reading; Basic Skills in Secondary Language Arts, Math, Science, and Social Studies; Library Skills; Audio Visual Instruction; Aide Routine; Professional Skills; Professional Techniques; and Clerical Skills. Following each outline is a brief course evaluation written by the instructor. Also included are selected evaluative comments by trainees, personal data on trainees, procedures for selection of trainees, notes on the ways aides were used in seven different schools, addresses presented at the aide graduation program, and notes on the total Title III program in Grand Forks (see also SP 003 428 and SP 003 429). (JS)

BESE TITLE III
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TEACHER AIDE TRAINING PROGRAM

GRAND FORKS, NORTH DAKOTA

July 21 - Aug. 15, 1969

Prepared for

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Project Director

SP003425

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE OF CONTENT

Dr. Harold Bergquist — Preface

Introduction — Page

Rationale for Grant 1
Objectives of the Program 2
Procedures for Selection of Trainees 3
Specifications 4
Consultants 4

Curriculum

Area I - The School System
Duane Taylor 5

Area II - Basic Skills - ungraded
Elementary
Science - Rosemary Wiley 14
Social Studies - Jerry Abbott 19
Math - Dan O'Shea 27
Reading - Josephine Lunde 31

Secondary
Language Arts - Bernadine Carney 34
Math - Sandra Robertson 37
Science - James Meisel 41
Social Studies - Warren Loberg 45

Area III - Library Skills 51
Geneva Thompson
Christine Guy

Area IV - Audio Visual 57
Robert Leach - Roger Larson

Area V - Aide Routine 63
Clarine Lian

Area VI - Professional Skills 71
Rosemary Wiley

Area VII - Professional Techniques 73
Dan O'Shea

Area VIII- Clerical 77
Ruth Peterson

Supplement Page

In-Service Program 83
Proposed Evaluation 88
Aide Appraisal 89
Director Appraisal 94

Graduation

Program 96

Talk from the elementary by Leilani White 98

Talk from the secondary by Ruth Jones 100

Remarks by Dr. Bergquist 102

Copy of Certificate 103

Appendix

Personal Data Trainees 104
Instructors 107

Talk given in Area VI

Behavior and Misbehavior in the Classroom by Dorothy Sparks 108

Letters in reference to training program 112

Credits

Cover by Robert Leach
Printed by Carol Abernathey
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PREFACE

The education profession is presently undergoing a dramatic change. Most other professions have long been comprised of several speciality groups unlike education where a teacher was a teacher, was a teacher, was a teacher! Change in the education profession will undoubtedly create many new specialist roles. To this point in time, two paraprofessional roles - Clerical aides and instructional aides have evolved, others will develop shortly.

Each new role demands a status. Each is important! The educational system is as strong or weak as the prople who work in it. Therefore, the training of staff members is very important.

The curriculum which has been developed represents a great deal of thought. It is the first of its kind in North Dakota.

The students who will use it are scheduled to be pioneers in developing new roles in education. The curriculum is presented as a basic foundation for the challanges which these new jobs will likely present. The curriculum will not be easy and the training will likely require some sacrifice from the program participants. However, the jobs which the participants are scheduled to assume will, also, not be easy!

DR. HAROLD BERGQUIST

Rationale for Grant

The Grand Forks Public School District #1 is now starting a third year of experience with the use of teacher aides. During the school year 1967-68, fourteen aides were employed in three schools under an ESEA Title III Project. This year 1969-70, the project has engaged the services of fourteen regular aides and three additional aides to work with teachers in special education classes. The number for 1969-70 has also been increased by thirty-six aides employed with School District funds. This brings to fifty-three the total number of aides in the Grand Forks Public Schools.

Other experiences with aides can be traced to three years of the VISTC Program (Volunteers in Service to Children - lay members of the community serving without pay). At present 93 women are assisting schools from one to five hours a week. Also, at one of the city high schools 82 members of Future Teachers of America are performing varied duties as teacher aides. They work from one to ten hours a week. Both VISTC and Future Teachers are unpaid.

Training programs have included orientation during the teacher's workshop and in service sessions at the various schools.

Administrators, teachers, aides, in fact all personnel involved in the aide program, recognize the desirability of pre-service training courses to acquaint prospective aides with the organization, personnel, and procedures in schools, as well as general educational principles. A typical course should provide some understanding of school organization, recommended relations with teachers, other staff, children, parents, high-lights of child psychology (avoid completely theoretical educational psychology approach), and basic educational methods.

In order to serve the various types of aides, the Grand Forks School District distinguishes for its purposes, three categories; classroom assistants; clerical assistants; and specialists. The last category includes aides who work with the handicapped in speeck, etc.

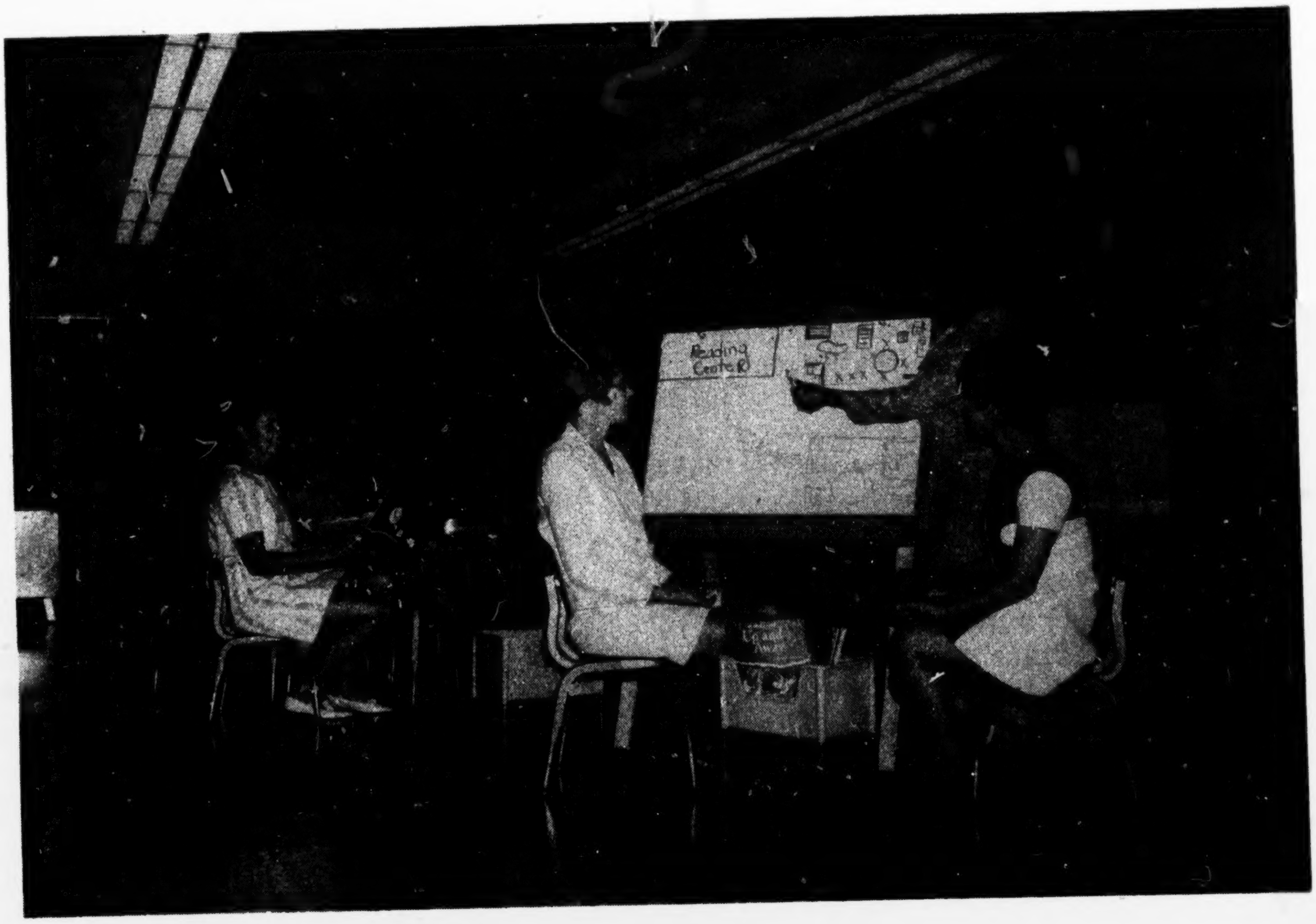
Clerical Aides as part of their training acted in the capacity of clerical aides for the classroom assistants.

Classroom Assistants as part of their training acted as aides to each other. For example, they did not do their own audiovisual work but assisted each other. Their typing, etc., was done by either a clerical aide or another classromm assistant.

In view of the Grand Forks School District's experience with aides, a proposal for a training project seems appropriate.

Objectives of the Program

Working with a teacher aide means positive changes in the professional life of a teacher. The teacher will spend less time with routine matters...less checking class attendance... less correcting of objective type test papers...less collecting of forms and money...less preparing of audiovisual materials.



A differentiated staff at Carl Ben Eielson Elementary School, Grand Forks Air Base. This is the team for "Colony B" pupils six and seven years old. They are (from left) Mrs. Irma Wilson, teacher aide; Mrs. Mary Lynch, teacher; Mrs. Nancy Lindstrom, teacher; Mrs. Rosemary Wiley, team leader; and Mrs. Thecla Horrocks, teacher aide.

Having an aide will upgrade the teaching role and increase effectiveness. There will be a preparation of purely professional materials on a broader basis. There will be more time to guide and instruct individual students or to plan special remedial exercises for small groups. There will be more time to think, to be creative, to diagnose--in a word, to teach!

In order to achieve this goal this project will attempt to provide short-term training for individuals not now engaged in education. Upon completion of the training, they will be qualified to serve as teacher aides in elementary and secondary schools.

The specific objective of this project as submitted is to train forty (40) aides, however, may we suggest that any multiple of forty (40) could be trained at a lesser cost since the curriculum will be developed.

Procedures for Selection of Trainees

Trainees were recruited through letters to school districts in North Dakota, and through contact with the various employment agencies.

Criteria for selection was general as the standards for selecting an aide for a specific position are dependent on the nature of the position. Qualities looked for included such things as:

Emotional Stability
Fondness for Children
Positive Attitude
Enthusiasm
Ability to work with children
Some previous experience with children
Good Health
No ethnic prejudice
Specific Skills and talents
Typing ability if possible

(In regard to clerical assistants, competency in typing ability was a must.)

An important phase of the selection was a personal interview with an administrator of the participating school district. Through informal conversation and questioning the trainees personal qualifications manifested themselves.

Guidelines and suggestions for the interview were available. The interview procedure employed was an attempt to discover certain qualities in individuals which make them successful participants in the educational process.

SPECIFICATIONS

Persons sucessfully completing training program were employed by the local education agency.

The local agency ensured that the applicant had appropriate prior education; showed promise of being able to serve; met citizenship, physical, and moral standards; and demonstrated mature, adult relationships in community, life, and interpersonal relationships.

To assure that the pre-service and in-service programs provide Teacher Aides with the necessary training to perform the duties that will increase the effectiveness of classroom teachers, regular evaluation and planning periods will be held with administrators, supervisors, teachers, and aides on how teacher aide teams are operating during the in-service training phase of the program.

CONSULTANTS

Dr. James Peebles, University of North Dakota
Area of Reading

Mr. Vaughn Hesse, Grand Forks School District #1
Area of Math

Mr. Bob Hollenbeck, University of North Dakota
Area of Social Studies

Mr. Maurice Lucas, University of North Dakota
Area of Science

Mr. Lloyd Jarman, University of North Dakota
Area of Counselor

Mrs. Dorothy Sparks, Grand Forks School District #1
Area of Aides

THE TEACHER AIDE TRAINING PROGRAM

Area I: THE SCHOOL SYSTEM

By Duane Taylor

The general objectives of Area I (The School System) are as follows:

1. To review the basic structure of the State Department of Public Instruction as it relates to the local school districts in North Dakota.
2. To objectively relate the standards for school classification and accreditation as established by the State of North Dakota.
3. To obtain greater knowledge and understanding of the Grand Forks School District No. 1 in regard to its organizational plan; its financial structure; and the personnel employed by the school district.
4. To orient the teacher aide in the use of educational vocabulary so that each may become a more effective member of a school staff.
5. To establish the role of the teacher aide as it relates to the school system, the professional staff, and the general public.

I. ORGANIZATION OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

- A. State Superintendent
- B. Deputy Superintendent
- C. Assistant Superintendent in Charge of Instruction
  - 1. Secondary Education
    - a. Assistant Director
  - 2. Director of Certification
  - 3. Director of Special Education
  - 4. Director of Elementary Education
  - 5. Director of Finance and Statistics
  - 6. Director of Guidance and Counseling
  - 7. Director of State-Federal Relations
  - 8. Director of School Construction and Student Loans
  - 9. Director of Transportation
  - 10. Director of Surplus Property
  - 11. Director of State School Lunch Program
  - 12. Director of Indian Education
  - 13. Director of Trade and Correspondence School
  - 14. Division of Vocational Education
  - 15. Other Programs
    - a. NDEA
    - b. ESEA
- D. State Board of Public School Education
- E. State Board of Vocational Education
- F. County Superintendent of Schools

II. SCHOOL ADMINISTRATION

A. State of North Dakota

1. Superintendent of Schools
2. School Principal (non-accredited schools)
3. Secondary School Principals
4. Elementary School Principals

III. GRAND FORKS ADMINISTRATIVE ORGANIZATION

A. Superintendent of Schools
B. Assistant Superintendent in charge of administration
C. Assistant Superintendent in charge of programs
D. Assistant Superintendent in charge of personnel
E. Secondary School Principal
F. Elementary School Coordinator
G. Elementary School Principal

Dr. Wayne Worner, Superintendent of Schools and Dr. Harold Bergquist, Assistant Superintendent of Schools, Grand Forks, North Dakota

IV. STANDARDS FOR SCHOOL CLASSIFICATION AND ACCREDITATION

- A. Classification procedure
- B. Accreditation of Schools
- C. Standards set by North Dakota Law for Elementary School
  - 1. curriculum
  - 2. school holidays
  - 3. physical education
  - 4. moral instruction
  - 5. humane treatment of animals
  - 6. conservation of natural resources
  - 7. instruction on the United States and State Constitution
- D. Teachers
- E. Length of school term
- F. Requirement for promotion
- G. Age limitation
- H. School day
- I. Maximum enrollment per classroom
- J. Library
- K. Testing Program
- L. Textbooks
- M. Equipment
- N. Construction and condition for physical plant
- O. Safety and Health
- P. Records and reports
- Q. Standards for Secondary Schools
  - 1. curriculum
  - 2. teacher qualifications
  - 3. length of school term
  - 4. attendance
  - 5. age
  - 6. school day
  - 7. maximum enrollment acceptable per classroom
- R. Ten commandments
- S. U. S. Flag
- T. Classification
- U. Teacher Certification
- V. Certification of other staff
- W. North Central Association

V. FINANCE

- A. General Fund Receipts
  - 1. district property tax
  - 2. other revenue receipts
  - 3. county equalization fund
  - 4. apportionment of the state tuition fund
  - 5. state general fund
  - 6. federal support program

B. Special Funds
   1. building
   2. bonds
   3. construction
   4. sinking and interest
   5. special reserve fund
   6. high school tuition fund
   7. high school transportation fund
   8. special assessment fund
   9. recreation fund
   10. Jr. college fund
   11. social security

VI. BUDGET

A. Education plan
B. Spending plan
C. Revenue plan
D. Presentation, hearings and adaption

VII. GRAND FORKS PUBLIC SCHOOL DISTRICT BUDGET

A. District property tax
B. Tuition
C. County and State Equalization fund
D. Other State Sources
E. Other Federal Sources
F. P.L. 87
G. Other monies

VIII. PERSONNEL

A. General Statement
B. Recruitment and Selection of
   1. qualifications
   2. applications
   3. disposition
   4. interviews
   5. transcripts
   6. appointments

C. Personal records
D. Orientation
E. Promotion/demotion/separation
F. Substitute Teacher
G. Part time teacher
H. Student Teacher
I. Teacher Aide

J. Tutor
K. Professional growth
L. Building and grounds personnel
M. Secretaries
N. Other Personnel

IX. PUBLIC RELATIONS

A. Philosophy of School District
B. Establishment of Educational Goals
C. Communications with the Public
    1. Publications, Radio, Television
        a. coverage of school board meeting
        b. school news releases
    2. Participation by Public
        a. school community associations
        b. citizens advisory committee
        c. other school connected organizations
        d. visits to schools
    3. Public activities involving staff; students; or school facilities.
    4. Relations between government organizations and schools.
    5. Relations between area, state, regional, and National Associations and schools.
    6. Relations between Non-public and other educational organizations and schools.

X. EDUCATIONAL VOCABULARY

Individualized Instruction
Team Teaching
Curriculum Committee
Time Block
Organizational Plan
Fine Arts
Extra Curricular
Lorge Thorndike (LT)
Stroud Heironymus
Para Professional
Clerical Aide
Independent Activity
Supplementary
Lesson Plan
Number Line
Pocket Chart
Non-graded -- ungraded
Homogeneous
Reading Level

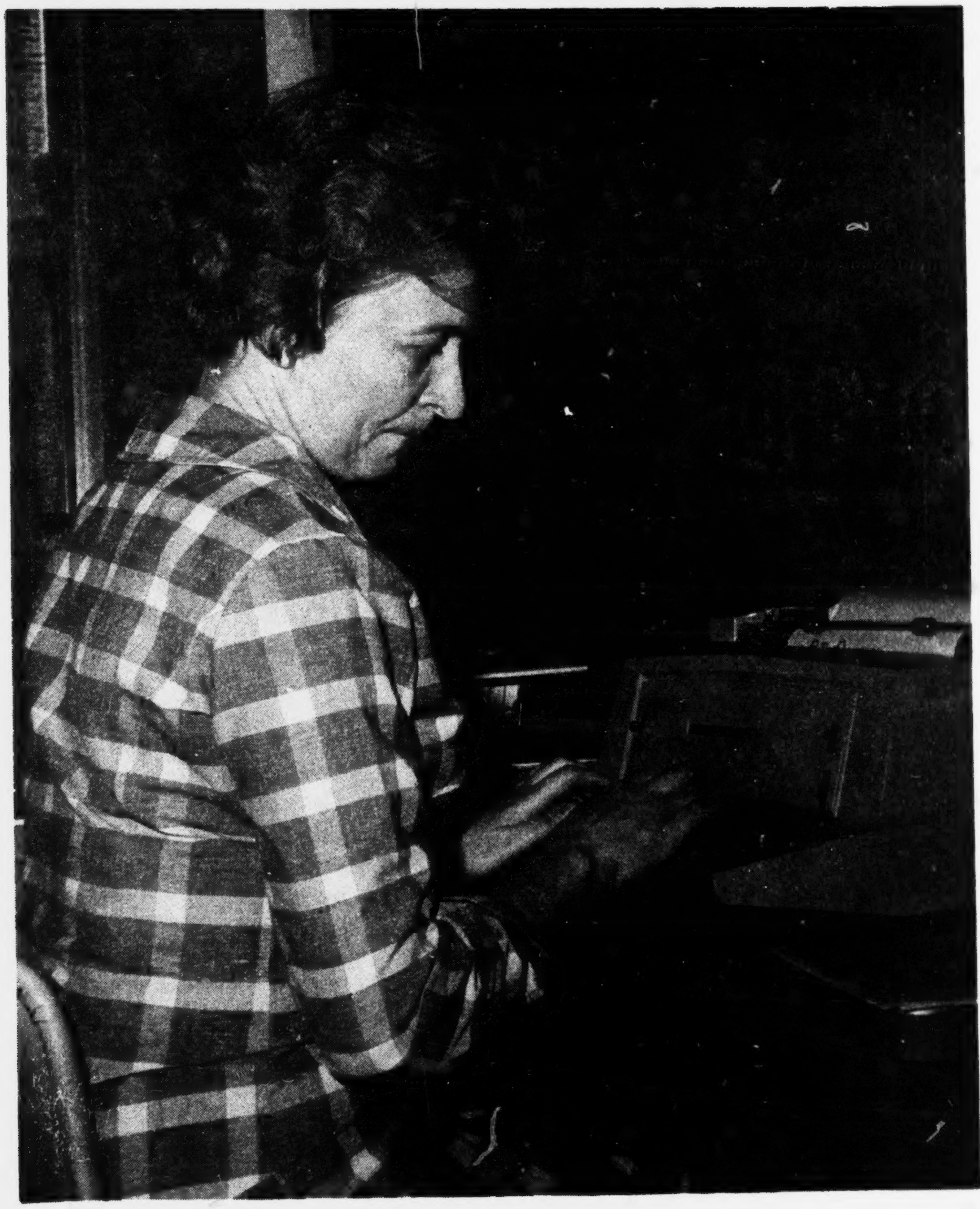
Personalized Instruction
Consultant
Language Arts
Learning Disability (LD)
Humanities
Elective Courses
Distributive Education
Gates-MacGinitie Test
Contract
Teacher Aide
Co-basal
Work Sheet
Book Tests
Curriculum Guide
Word Card
Flannel Board Cutouts
Multi-age Group
Heterogeneous
Flexible Scheduling

Hearing Capacity
Grouping (flexible)
Comprehension
Basic Skills
Mill
Tuition
Special Milk Program
Inter-school Mail
Reading Record
Teachers Addition
Script
Transcript
Requisition
Transparency (overlay)
Inter-comm
Cardex
Family Card
Handbooks
Tag Board
Tissue Paper
Finger Paint Paper
Mimeograph paper (16#-20#)
Picture File
Acetate Roll
Mimeograph Maps
School Patrol
Mental Age
I.Q.
Scoring Masks
Verbal Score
Instructional Centers
Open-ended
Behavioral Objectives
Ditto Fluid
Master Unit
Mimeograph -- ink
Primary Typewriter
Dry Copier
Dry-mount Press
Science Lab
Flannel Board

Readiness
Word Recognition
Transition (room-student)
Audio-Visual (A.V.)
Foundation Payment
Budget
School Calendar
Attendance Area
Accident Report
Cursive
Black Notebook (teachers)
Student Teacher
Transfer Evaluation
Page Projector
Lyceum (assembly)
Cumulative Record
Federal Count Card
Enrollment Card
Construction Paper
Crepe Paper
Ditto Paper (16#)
Child Craft
Grease Pencil
Butcher Paper (colored)
Plasti-tak
Chronological Age
Norms
Composite Score
Marking Pencil
Non-verbal Score
Role Playing
Levels Program
Duplicator
Stencil
Copypaper
Tape Recorder
Copier (3M Secretary)
Movie Viewer
Laminating Press
Listening Center
Magnetic Board

Continuous Progress Education (CPE)
Individually Prescribed Instruction (IPI)
Iowa Test of Basic Skills (ITBS)
Primary Mental Abilities Test (PMA)
Peabody Language Development Kit
Kits (spelling, social studies, science, math, reading, etc.)
Inventory (reading or academic)
Grade Level (independent; instructional; frustration)
Pre-primer; Primer; Sr. Pre-primer
Educable Mentally Handicapped (EMH)

Upper Red River Valley Educational Service Center (URRVESC)
Title Programs (I, II, III, VI, etc.)
GFEA (Grand Forks Education Association)
NDEA (North Dakota Education Association)
NEA (National Education Association)
Owl Series (kinder, little, wise, and young)
Skill Builders (Readers Digest)
Quartile (Q1, Q2, Q3, Q4)
Language Experience (story-approach)
Thermo master - Thermofax
Projectors - 16 mm, 8 mm, previewers, overhead, opaque)



Teacher Aide
Mrs. Arla Thrall
at work.

The School System
Evaluation
Duane Taylor

In general the objective of this portion of the teacher aide training program was to enlighten the participants on the basic structure of school organization (both state and local), and to review the educational vocabulary so that each aide would have a greater understanding of a total school system.

The allotted time for this area was eight (thirty-minute) sessions. This proved to be rather limited in that proper discussion on many facets had to be curtailed. After the first few sessions, it became apparent that to give the participants an in-depth study of the state and local school organization would be impossible. It was then decided to spend a shorter time on the state organization and to select those departments and agencies that would be more commonly heard of or referred to in general school conversation. This was done.

The local school organization was referred to in greater depth because it would have more general application and would be similar to all school districts in North Dakota.

In regard to educational vocabulary, this area was viewed as extremely important and a greater amount of time was spent on this area. It was felt, in order to be effective in a school, the aide must be aware of educational terms and jargon. The aide was encouraged to study these terms and to make use of the terms in her everyday conversation. In this manner the aide would begin to feel more confident in dealing with teachers and students. Wherever possible visual aides were used and demonstrated. Examples of materials were viewed and described.

Lastly, the role of the aide in a school was touched on. It is vital that the aide realize her educational importance. The aide must become more than a slave to the "ditto" machine. The aide can perform a very vital function in the classroom and to assume educational roles under the direction of the classroom teacher. This importance was stressed and the aide was encouraged to avail herself to the classroom and to the teacher so that her full potential could be realized.

The importance of Area I perhaps would not have immediate value for the aide. The educational organization of a school within a state is largely an administrative problem. However, the aide should gain confidence in her job if she is aware of school organization, school departments, school taxations and school board policies, etc. Without doubt the aide profited by reviewing educational terms and viewing materials and supplies that are common in most schools. I personally felt that this area would have been more profitable if more time had been allotted to each session.

Teacher Aide
Mrs. Dafran Provada
works with pupils

The Wee Willow Whistle ?
Vocabulary Development
Vocabulary Development
Vocabulary Development
Vocabulary Development
READING SPECTRUM

AREA II: ELEMENTARY SCIENCE

By Rose Mary Wiley

OBJECTIVES:

1. To enable the aide to assist the teacher in helping children to understand some generalizations or scientific principles that they can use in solving problems in their environment and help to create in children an interest in and an appreciation for the world in which they live.

2. The aide will:

    a. Develop a useful scientific vocabulary
    b. Learn Audio-visual methods
    c. Assist the teacher in conducting scientific experiments
    d. Construct science bulletin board
    e. Be able to answer some of the many questions pupils ask

Course Outline

I. Working creatively with children in science
II. Guiding creative development
III. Kindergarten: Science is wondering
  Discussing: Kindergarten interest
    Kindergarten vocabulary
    Bulletin Boards
    Field Trips

lets find out
about
ACE TRAVEL

Mrs. Rosemary Wiley talks about science with two of the aide trainees. Mrs. Jenny Spiegelberg, of Beach, N. Dak., and Mrs. Pearl Ward, an aide at St. Michael's in Grand Forks.

GIVE US FOOD

Aides preparing
a Science
bulletin board.
Mrs. Jane McMiller

IV. Primary I: Science is Fun
   a. Planting
   b. Field Trips
   c. Use of microscope
   d. Weather (graphs)
   e. Filmstrips
   f. Transparencies

V. Primary II: Science is Learning
   a. Seasons
   b. Heat
   c. Wheels
   d. Night and Day
   e. Animals
   f. Experiments

VI. Primary III: Science is Exploring
   a. Living things
   b. Electric current
   c. Making and hearing sounds
   d. Earth's surface
   e. Moon and Stars
   f. Machines
   g. Raising living things
      1. Experiments
      2. Science Kits

Mrs. Jenny Speigelberg
prepares a science
learning center

VII. Grade Levels 4, 5, and 6: Why? What? How?

Reinforcing what we have learned in primary grades.

a. New Scientific Vocabulary
    1. Plants
    2. Animals
    3. Human body
    4. Conservation
    5. Energy and physical change
    6. Chemical changes
    7. What things are made of
    8. Atomic energy
    9. Flight and Space Travel

Elementary Science
Evaluation
R. Wiley

In the beginning, it became evident that few of the aides realized that science on the lower level can be fun, informative and creative, not only for the children but for the aides and teacher as well. Therefore, my primary classroom technique was geared towards awakening in the class, the sense of joy and excitement and rewards that success in the area of elementary science could bring. The success of my technique soon became evident as the class responded with increased enthusiasm and participation at each meeting.

I prepared teacher-pupil contracts, involving film, resource books, tapes, experiments and other media, to help them simulate presenting contracts to different age levels. We made this more realistic by including actual projects involving A.V. aids, (preparing transparencies, mounting maps, etc.). The students fulfilled their contracts in pairs by alternately acting as teacher and aide. They also prepared pre-tests and post-tests. This combination of theory and practice made the simulation as real as possible and greatly increased the value of the class. A highlight of the class was a visit and lecture by Mr. Maurice Lucas, Consultant in Elementary Science, which was very well received.

At the close of the elementary science class, I genuinely felt that not only had the aides learned a usable science vocabulary and how to set up a science center, etc., but that they had developed a real feeling of working with children and the techniques that inspire children towards creativity in scientific activity.

AREA II: SOCIAL STUDIES

By Jerry Abbott

OBJECTIVE:

Given the tools of the Social Studies teacher, the teacher aides will demonstrate a proficiency which will adequately prepare them to work with elementary school children.

These tools are:

1. Text books
2. Multi media kit
3. Units of study
4. Commercially prepared kits (SRA maps and Globe Skills kit, Cycloteacher, Educational Development Lab Social Studies Kit, etc.)
5. Contracts

Outline of Content

This is the outline that we will attempt to follow in the next few weeks. There are many more items on the list than we have time to cover. Therefore, the room will be arranged as a resource center and you will have ample opportunities to pick and choose those you feel meet your needs best.

1. Inspiration and Motivation

    A. The heart of all good teaching is motivation. I hope to motivate you to become excited about the social studies, and in turn create an excitement in the students you help teach.

2. Communication

    A. Model for the basic structure of communication
    B. How do we communicate?

3. Creativity

    A. Principles of creativity
    B. Creativity as it applies to the Social Studies

4. Objectives of the Social Studies

    A. Why Objectives?
    B. Several Statements of Objectives
    C. Introduction to behavioral objectives
    D. State Department of Public Instructions objectives
    E. Social Studies defined

5. Textbook Approach to the Social Studies
    A. Grand Forks Elementary Program
    B. How are texts arranged and used?
    C. The expanded community concept
    D. The teacher's guide

6. Approaches other than, or Supplementary to the Textbook
    A. Project Approach
    B. Text supplemented by centers of interest
    C. Team Approach
    D. Unit Approach
    E. Kit Approach

7. Kits in the Social Studies
    A. Intermediate Social Studies Package (ISSP)
        1. fourth - North Dakota
        2. fifth - United States
        3. sixth - Near East, Africa, USSR, India, China, Southeast Asia
    B. National Geographic Sampler
    C. Map and Globe Skills Kit
        1. Kinds of maps and globes
        2. Workbooks that teach map and globe skills
        3. How to use atlases, almanacs, maps and globes
    D. Cycloteacher (Encyclopedia Britannica)
        1. How does it work?
        2. How can it be used?
    E. Social Studies Kits from EDL (Educational Development Laboratories)
        1. How does it work?
        2. How can it be used?

Jerry Abbott and aide trainees look at Cycloteacher. Left to right - Mrs. Leilani White, Mrs. Kathy Williams, Mrs. Marilyn Thompson

8. Contracts in the Social Studies
    - A. List of all that we have in Grand Forks
    - B. Contracts from the summer curriculum project
    - C. Relationship to behavioral objectives
    - D. Parts of a contract
    - E. How they are used
    - F. Why they are used

9. North Dakota
    - A. How North Dakota is appropriately studied
    - B. Materials used to teach in North Dakota
    - C. Basic North Dakota Kit that will soon be out
    - D. North Dakota overlays

10. Free Material

    A. How to start a free material file
    B. Free films
    C. How to incorporate them into the social studies

11. Group work in the Social Studies

    A. Why work in small groups?
    B. Methods of small group work
    C. Handouts on the workings of small groups

12. Bulletin Boards in the Social Studies

    A. Ideas for making them
    B. Who makes them?
    C. Why?

13. Tape Recorder in the Social Studies

    A. National council of Audio Tapes
    B. Imperial Social Studies Tapes
    C. Homemade tapes in the Social Studies

14. Transparencies in the Social Studies

    A. Those available now
    B. How they are used
    C. Ideas for making them

15. Field Trips

    A. How they can supplement a unit of study
    B. Where one might go in Grand Forks
    C. Correlation of the trip to the unit of study

16. Contribution of other areas to the Social Studies

    A. Reading
        1. Self selection
        2. Conferencing
        3. Book sharing
    B. Mathematics
    C. Science

17. Patriotic Events

    A. How to incorporate them into the program
    B. What is a patriotic event?

18. Current Events

    A. How to keep them before the children
    B. World news of the week
    C. Weekly Reader and Junior Scholastic
    D. Know your World
    E. Use news-papers and magazines

19. Use of Resource People

    A. Who?
    B. Why?

20. Social Responsibility

    A. What should our teaching produce?
    B. How will the children be allowed to use the facts they learn?
    C. Will the relevance of the curriculum allow them to generalize and act on such issues as war, poverty, race, pollution, etc.?
    D. What responsibilities do each of us have in a world that is fast becoming overpopulated and underfed?

21. Resources Available

    A. Professional Journals
        1. Grade Teachers
        2. Social Education
        3. Instructor

    B. Professional Books
        1. Creative Teaching of the Social Studies--James Smith
        2. Social Studies in Elementary Schools--Thirty-second Yearbook of the National Council for the Social Studies.
        3. Preparing Instructional Objectives--Robert Mager

Elementary Social Studies
Evaluation
Jerry L. Abbott

My area of responsibility in the teacher aide project this summer was the Elementary Social Studies.

The reader should refer to the syllabus written for the project for specific things that were taught. In general, the students were exposed to a number of different kinds of materials in keeping with the multi-media and multi-discipline approach to social studies even though he may be receiving his reading instruction in a remedial room. Hopefully this will be the case no longer. With the tremendous variety of materials available today, all children should be able to receive good instruction in the social studies. A great amount of time was spent examining these materials.

A great deal of time was spent on methodology. The classes were taught in a high school. The room was a typical high school classroom with chairs in straight rows and a podium in front from which to lecture. I arranged the room in such a way as to demonstrate a method of teaching that was more in line with how children grow and develop.

The room was one large resource center. All of the materials that we had available were displayed in such a way that students could "mess around" with them if they wanted to study the materials more in-depth.

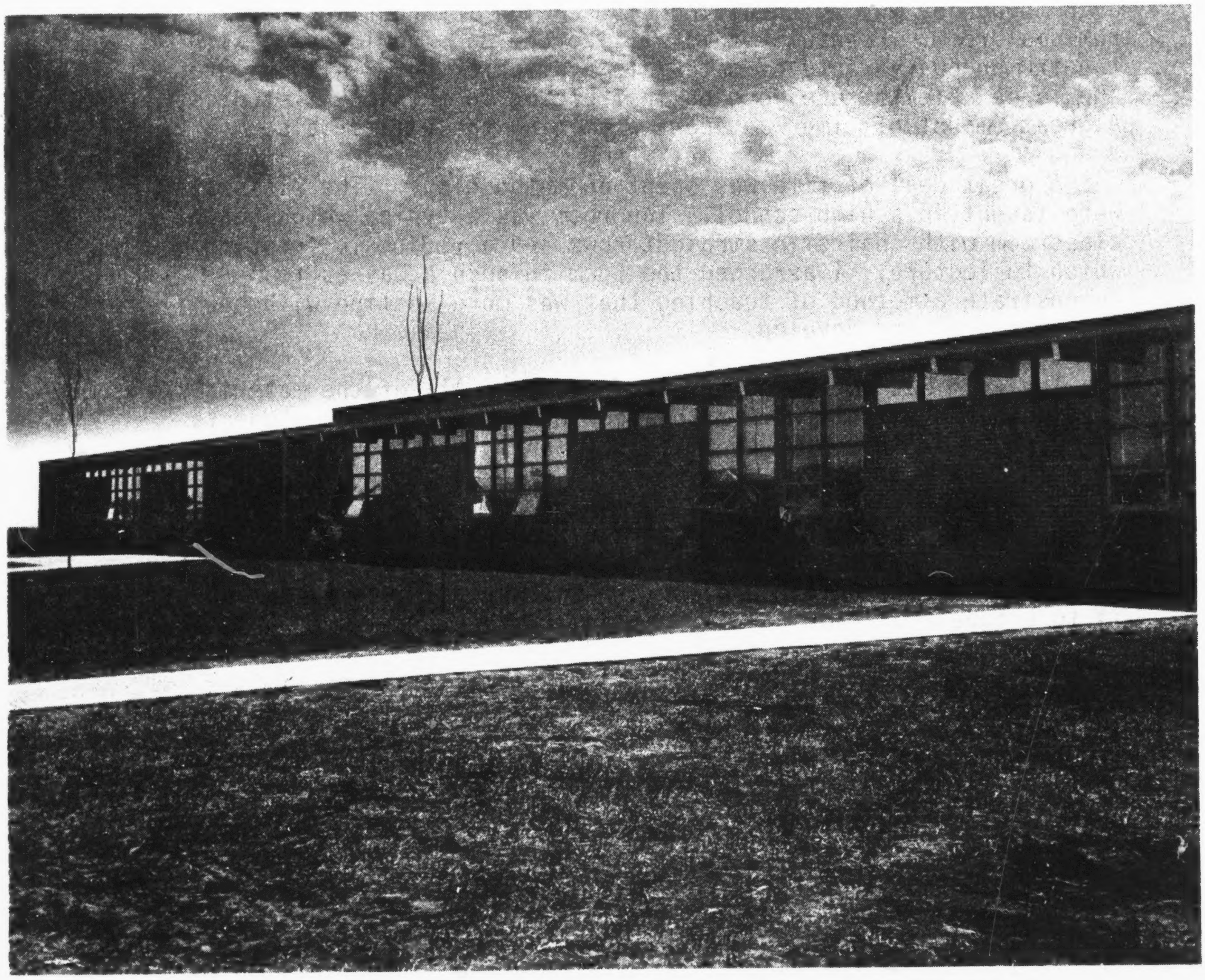
We did a great deal in the area of newspapers, magazines and paperbacks. This was done with the realization that there is a gap between the "real world" and the "school world". One of our hopes is to bridge that gap.

To me the most exciting thing of all was the caliber of student we had in the project and the excitement they showed. I am sure this will carry over into their work this year. I was particularily thrilled when one of our students spoke at commencement. She gave a talk about education today that showed a great deal of insight into what is happening in the profession.

If we do the same thing another year, there are things that could be done differently. Certainly the staff could rethink what was presented and perhaps change their course outlines to better meet the needs of the aides. We will know more about this as the year progresses. I hope it will be possible to get feedback from the aides as they get more involved in their particular teams.

The total organization of the summer was just great when you consider it was a first experience. However, if future projects are planned we should do some hard thinking about such things as location of the project, length of day for the trainees and the duplication of efforts that result from departmentalization.

In summary, the only kind of evaluation that I can give is one that is purely subjective. What we need is close contact with the aides to find out whether or not the program is meeting their needs.



J. Nelson Kelly Elementary School

AREA II: MATH

By Dan O'Shea

Objective:

The student will demonstrate his understanding of modern mathematics approaches an procedures by writing correct responses to sets of questions sampling 10 of 16 units as directed by the teacher.

Outline of Content

I. Orientation to Mathematics - "The Modern Concept" Lecture, Tape, and overhead presentation.

II. Procedure for the next 20 days

   A. Individualized
      1. Do as much as you can - at least 10 units
      2. Go as fast as you like. Work and write responses on paper or transparencies

   B. Pupil-teacher conference will be utilized to evaluate your progress and for most instruction

   C. Material will be:
      1. Todays Mathematics SRA text
      2. Tapes - Elementary and Junior High
      3. Filmstrips and transparencies

III. Course Content

   A. Set Theory, Language, and Notation
   B. Set Vocabulary
   C. Whole Numbers
   D. Properties
   E. Addition and Subtraction of Whole Numbers
   F. Multiplication and Division of Whole Numbers
   G. Factors and Primes
   H. Rational Numbers
   I. Addition and Subtraction of Fractions
   J. Multiplication and Division of Fractions
   K. Decimal Fractions
   L. Mathematical Sentences
   M. Real Number System
   N. Geometry
   O. Measurement
   P. Rectangular - Co-ordinate System

A Math Resource Center.
(L to R) Mr. Dan O'Shea,
Mrs. Beryl Hillier, and
Mrs. Mildred Hellekson of
Edmore.

IV. Projects

A. Study the tests, listen to tapes, view appropriate filmstrips and projections and complete assigned pages in text.

B. Build a card file of motivational games for use with children in reinforcement and review of the basic facts.

C. Field trip to a Team Arithmetic Teaching setting - Elementary School.

Elementary Mathematics
Evaluation
Dan O'Shea

The effort of the elementary mathematic instruction in the summer Teacher Aide Workshop was to develop in teacher aides adequate knowledge of modern mathematics to enable them to assist children in their learning endeavors. In attempting to evaluate the learning that occured the following comments by teacher aide participants are presented:

"I found the math course at the Teacher Aide Workshop this summer very interesting,and though I have had a good background in modern mathematics, I felt this course was well worth the time spent on it as a refresher of the basic math skills I use every day in assisting students in the classroom at Eielson."

"I think the math course this summer provided me with a general background of terminology and techniques of today's modern math. Although I'm not sure I could work an exercise on "Base 5" or communitative, associative, distributive properties, etc.--I do understand what the kids are doing. My job in the math area consists of typing math tests, dittoing and filing them. We (aides) also pass out tests, collect, grade and record them. I can grade the tests with an understanding of the work they are doing and can usually point out where they made their mistakes. The teachers are always on hand to answer any questions that might arise also."

"My study of new math this past summer has helped me to better understand some of the problems and to know of some of the questions that students might have doing their study of it. Although now I am only grading papers, I feel that using the knowledge gained during the summer, I could effectively help the students with most of the new math fundamentals."

"I have found the math course beneficial in assisting me in correcting papers. Sometimes one of the teachers will ask me to make a key and I know I would not be able to if I did not have as much modern math this summer as I did. I have also found the information I received from the class helpful in answering questions the students ask concerning their math. I'm sure I will be able to use the knowledge I gained from this class in the following months more fully."

In conclusion, I would suggest a continuation of mathematics instruction in future workshops of this sort with greater emphases on the role of the teacher aide in the elementary school mathematics program, along with continued emphasis on mathematics concepts.

AREA II: READING

By Jo Lunde

Objectives

The instructional aide in reading will become familiar with an outline picture of the methods and techniques in the teaching of reading so that there is a frame of reference from which to operate as this person works with the classroom teacher who has time to direct but not to supply background.

The participants will assess their concepts of the tutor-student relationship in the area of reading.

Course Outline

I. The week time-blocks are seen as a structure for division of content. The first week's discussion will develop a starting place and background through presentation of an overview of reading -- the process of reading as skill-centered and the personal dynamics in the purpose of reading. Questions from the group will determine reference materials; however, teacher's manuals will be available. Since the introduction in these manuals gives in concise terms the objectives and organization of the skills presented, an acquaintance with this source of information is valuable. Familiarity with the scope and sequence charts will allow each aide easy access to an organization of the skills. K - 6.

II. Knowledge of phonics is necessary in working effectively with individuals or groups when the assignment is in the area of word attack or making phonics functional. To assure some understanding of the principles of phonics, Phonics in Proper Perspective by Arthur Heilman will be used as a text. Using a 'paper and pencil' programmed approach will allow discussion time on individual differences - individual differences as related to the teaching of phonics.

III. Techniques and books will be the focuses of the third week. How to Teach Reading by Morton Botel is called a manual of classroom tested techniques. It does contain information without academic theory. The chapters of this paper-back will be used as a basis for individual study and exploration of an area. Choice of area will be made with the responsibility to bring the ideas to the group. Examples are as follows:

    Determining Reading Level
    Encouraging Wide, Independent Reading
    Oral Reading
    Teaching Vocabulary
    Teaching Comprehension and Interpretation
    Teaching Word Attack
    A Selected List of High-Interest, Easy to Read Books

IV. Ideally the individual topics from the third week should be part of the culminating activities of the last week. Role-playing and demonstration will be planned to illustrate such approaches as a simple version of Language Experience, the tutor's role in an oral reading situation or the tutor working with word attack skills. Hopefully the tutor-student relationship will have been a part of the survey of specific areas. How important the understanding and sensitivity of the tutor are will be pointed out through recommended readings. The Handbook for the Volunteer Tutor published by International Reading Association has an excellent chapter on this aspect. Other chapters of this handbook will be used in the preceding weeks.

With recognition that one instructor can not expect an undue amount of reading, the following list of titles includes a few of the personal copies which will be available:

Humanizing the Education of Children
    By Earl C. Kelly
Anger in Children
    By George Sheviakor
The Human Connection
    By Bill Martin Jr.
Ivary, Apes and Peacocks: The literature point of view
    (Collection of papers published by
    International Reading Association)

Needless to caution that the preceding description is tentative and flexible. As in any teaching situation direction will need to come from the trainees as they identify their needs.

Mrs. Jo Lunde answers a question in the elementary reading class. (L to R) Mrs. Carol Shelby and Mrs. Lela Hamre.

Elementary Reading
Evaluation
Jo Lunde

The general outline of the course was followed.

The changes, additions or comments which follow do not constitute any real differences in the outline.

The time spent in working toward an understanding of phonics might be shortened by building in a pre-testing sheet for each day.

In planning the course, the comments of the participants could be used; these comments indicated that demonstration and role-playing were very valuable. Opportunities to use demonstration and practical application through role-playing should be found as topics are explored.

The length of the period was cause for comment by participants. From the view of the instructor, the thirty minute block was short. It made it imperative that efficiency of teaching be a goal in planning. Direction in planning might consider the advisability of a longer period, however, it is the opinion of this participant that more is accomplished in meeting every day for shorter periods as opposed to large blocks of time for a week or two.

Teacher and Teacher Aide work with a reading group.

AREA II: LANGUAGE

By Bernadine Carney

Objective: Language Arts (7-8)
English (9-12)

I. The teacher aide will read, examine and study the text books and other supplementary materials used by the teacher and students from grades 7-12.

II. The teacher aide will review and learn the basic elements of grammar in order to help a student to determine the basic grammatical concepts.

III. The teacher aide will perform research to gain necessary information to help the student use appropriate language in speech and in writing; to acquire skill in expressing ideas clearly and concisely in speaking and in writing.

IV. The teacher aide will perform the necessary research to become aware of the types of literature taught at the various grade levels.

V. The teacher aide will study and work a "contract" so she will be able to understand the new terms and what a contract contains.

VI. The teacher aide will examine and study the journalistic writing so that they will be prepared to help the student to write succinct, logically organized informational accounts which might be acceptable in good newspapers, magazines or newsletters.

Mrs. Bernadine Carney discusses literature with (L to R) Mrs. Arla Thrall, Mrs. Beth Peterson of Valley City, and Mrs. Martha Evans.

OUTLINE

I. The Language Arts program is set up to increase the student's curiosity about the English languages, and to give them an understanding of the structure and vocabulary and the way it functions in society and to use it effectively.

II. In this program it will be necessary for the aides to become familiar with the study of grammar (7-12) and what is expected of the students.

The aide will work on contracts in grammar work and by doing this they will become aware of their strong and weak areas.

In the area of composition the students will be able to understand how a language operates and in handling structure effectively. In the written composition students can be encouraged to use their knowledge of structure to create more sophisticated sentences.

III. The study of literature is a way of stimulating the child's imagination and developing sensitivity to the ideas and ideals of his cultural heritage. This study of literature can be an enlightenment, pleasure, and moral and spiritual vitality.

IV. In this area the aides will be exposed to the various types of literature and to "contract" work along these lines.

By doing this work in small groups, we hope to help the teacher aide become aware of all the areas of our Language (English) Arts Program and become familiar with the materials and procedures and practices. The teacher aide will also become aware of individual differences and some of the techniques for individual instruction.

V. The teacher aide will become familiar with the behavior of the junior and senior high student, his academic difficulties and his goals in life.

VI. The teacher aide will study and examine the reading problems that students have and study some of the individualized materials to help the students in this area.

Secondary Language Arts
Evaluation
Bernadine Carney

I was responsible for the area of Language Arts in this summer project.

The students in this project studied the Language Arts Curriculum (7-12) during a four week program. The aides studied the total Language Arts program and were exposed to the different materials and methods that our students find very challenging. They had a chance to examine, study and give their opinions and ideas on the grammar program, the literature program with the contracts, and the composition program.

The program was held in a senior high building in a very traditional classroom, because our groups were small (4 or 5 students), we were able to move around freely and have a better chance in studying the materials.

I feel that we could have used a longer period of time each day. This would have enabled us to spend more time discussing the type and causes of discipline problems that arise in the junior and senior high. It would have provided more time to discuss individual differences and reading problems that are apparent at this level.

If this program is continued next summer, I think it would be valuable to have one free hour (at sometime during the program) so that the aide could seek out an instructor for more help, or work in A.V., or in the library.

One of the most rewarding experiences in the program was the caliber of the student we had in the project and the enthusiasm they exhibited. I am sure this will carry over into their work for this school year. I think we need close contact with the aides to find out whether or not the program met their needs. From this information, we as staff members should be able to build a better program.

AREA II: SECONDARY MATHEMATICS

By Sandra Robertson

Objectives

Upon completion of this course, the teacher aide should:

1. Be familiar with the vocabulary used in mathematics in grades 1 - 8.
2. Be able to identify and use the equipment available in a mathematics laboratory.
3. Recognize the basic symbols of arithmetic and geometry.
4. Be able to utilize the techniques of mathematical drill in working with individual students.

Outline

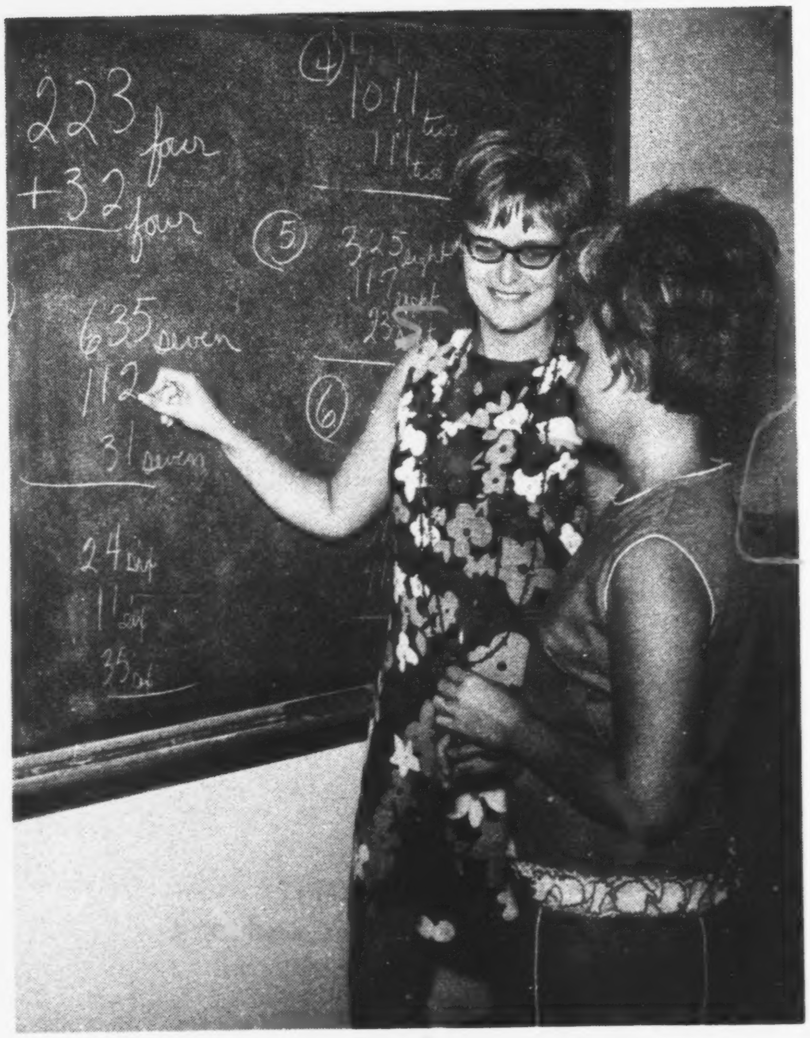
I. Philosophy of teaching math
   A. What's modern?
   B. Just a few basic concepts
   C. Spiral development

II. Knowledge of subject matter
   A. Overview of required concept
   B. Necessary vocabulary
   C. Importance of symbols

III. Equipment
   A. Math "tools"
   B. Visit to math resource center
   C. Use of models

IV. Teaching Mathematics
   A. Working with individual students
   B. Use of questions
   C. Leading vs telling
   D. Attempting to make the abstract more concrete

In addition every attempt will be made to identify subject matter areas in which individual participants require review. This review will be provided through the use of elementary texts, resource books, worksheets, tapes, and filmstrips. Similarly those interested will be given an opportunity to pursue more advanced topics.


223 four
+32 four
635 seven
112
31 seven
1011 two
111 two
325 eight
117 eight
24
11
35

Mrs. Sandy Robertson explains
a bit of modern math to
Mrs. Percette Stranger

Secondary Mathematics
Evaluation
Sandra Robertson

During our first class meetings, while discussing the backgrounds and attitudes of the teacher aides toward mathematics, I realized that the orientation of this course would have to be changed somewhat from my original plans. The aides felt insecure with "modern math", yet curious about what was modern. In order to take advantage of this curiosity while meeting their major needs, I decided to concentrate on the topics and techniques of modern mathematics.

Topic I, Philosophy of teaching math, remained unchanged from my original outline. But topics III and IV, concerning equipment and teaching techniques, were combined with topic II, Knowledge of subject matter. I reasoned that the aides would not be able to use tools or teach students until they understood basic concepts. Use of tools, models and other equipment, as well as teaching techniques, were discussed in connection with each basic area of mathematics. The outline for the course became:

I. Philosophy of teaching math
   A. What's modern?
   B. Just a few basic concepts
   C. Spiral development

II. Topics and techniques in modern math
   A. Sets
      definition and language, number of a set, finite and infinite sets, subsets, union and intersection, Venn diagrams
   B. Number system
      origin, decimal - base ten, digits and place value decimal point, expanded numerals and exponential notation
   C. Systems of measurement
      base ten - Metric, prefixes, length, weight and volume, conversion using powers of ten, English system and conversion using a form of one
   D. Using other bases
      digits, place value, changing from one base to another, expanded notation, fractions and operations using bases other than ten
   E. Properties of operations and sets of numbers
      Associative, commutative and distributive properties, closure, inverses, identities and using properties in arithmetic and algebra
   F. Non-metric geometry
      points, lines, segments, rays, angles, simple closed figures, planes, intersections, defining sets of points and representing them with symbols

Therefore, objectives one and three were stressed heavily. In fact, vocabulary and symbols were covered much more completely than I had originally envisioned. (This was due, in part, to the aides' lack of prior knowledge of mathematics, as well as their eagerness to learn.) Objective four was met both in generalized discussion and as concerned techniques of teaching specific topics. Objective three was slighted somewhat because much of the equipment was not available and no field trip to a math resource center was taken. Limited time was a factor in the choice of emphasis. In general, I felt that the aides were well-qualified, interested women. The entire program was extremely organized. Most impressive was the amazing esprit de corps which was obvious as the four weeks concluded. Of course, room for improvement can be found in any program. It seemed to me that the schedule could provide more flexibility for aides and instructors. I would suggest that classes be enlarged and that one hour a day be provided when no aide or instructor would be scheduled. This would allow for individualization and regrouping for both remedial and advanced topics. It would also enable larger groups to take field trips or listen to outside speakers without interrupting scheduled classes. It would provide more time - one always seems to need more time!

In my opinion this program was highly successful. The aides learned mathematics. My only question will be how necessary and benificial this knowledge is. I am most interested in the reactions of the teacher aides after they have been on the job!

Teacher Aide Mrs. Clarine Lian works with math group.

AREA II: SCIENCE

By James Meisel

Orientation and introduction to the program with an overview of the different areas to be covered in four weeks.

Lab Safety

Objective: To point out and have aides become familiar with safety precautions and hazards so they will be able to assist the instructor in promoting safety during lab activities.

Bunsen Burner

Objectives: Aides will be able to use the bunsen burner properly and to assist students in proper usage. This will include proper flame usage, safety precautions, and the lighting of the burner.

Activity: Aides will use the burners to demonstrate their ability in a project such as glass tube bending.

Balances

Objectives: Aides will become familiar with several different kinds of balances and will learn how to set and read them.

Activity: Aides will use the balances to weigh and record the weight of small objects.

Care and Usage of Magnets

Objectives: Aides will be shown many different types of magnets. They will also learn some of the uses of magnets and how to store them properly when they are not being used.

Activity: Aides will check polarity of magnets and demonstrate proper storage.

Metric System and Graphing

Objectives: Aides will become familiar with the basic units, prefixes and conversion of metric and English systems. As work is done with the metric system the aides will learn to make simple graphs and be able to read them.

Activity: Aides will work with the metric system and construct graphs for their daily activities.

Magnetism and Electricity

Objectives: Aides will learn how to connect circuits. Simple circuits, parallel and series circuits will be constructed. Aides will learn about the basic relationship between magnetism and electricity.

Activity: Aides will be involved in constructing series and parallel wiring models, producing electricity by the use of magnets and magnetic fields through the use of electricity.

Light

Objectives: Aides will learn some of the basic principles of light, how it travels, and how its course of travel may be changed. Some time will be spent working with lenses and how the human eye works.

Activity: Aides will be using reflecting and refracting devices to learn how light travels through different mediums.

Sound

Objectives: To show how sounds are caused, how sound travels and how we are able to hear.

Activity: Aides will be experimenting with sound traveling through different mediums.

Gravity - Friction - Wheels - Pulleys

Objectives: Aides will learn how force, work, and power are related and how the reduction of friction is obtained through the use of wheels and pulleys. Mechanical advantages will also be studied.

Activity: Aides will compare the advantages of different kinds of apparatus to bring about a greater mechanical advantage of reduction in friction.

The Solar System and Space

Objectives: The aides will study outer space and be able to associate our own solar system to it.

Activity: Drawings, charts, or diagrams will be used to show the relationships in terms of positions and distances in space.

The Earth and Its Relationship to the Solar System

Objectives: Aides will be given an understanding of some of the forces, motions and changes that have shaped our environment.

There will be a set of twenty tapes and various filmstrips available for further exploration into areas mentioned above. It is hoped that these materials will be used for those who have time and are interested in additional information.

Aides (L to R) Mrs. Pat Ruele, Mrs. Jean Taylor, and Mrs. Lenora Retallic, study light with Mr. James Meisel, by looking at prisms.

Secondary Science
Evaluation
James Meisel

The workshop in science was designed so that participants would be "doing", whenever possible, rather than listening to an instructor in a lecture type of instruction. There seemed to be a definite enthusiasm in learning where participants could manipulate and experiment with apparatus and equipment. It was desirable to be located in a science room, however; because of the time element and the distance from the other classes the science group would have preferred being closer to their other classes.

Recommendations by instructor and participants:

1. Follow outline of course about the same as before with minor changes as needed.
2. In science the half hour (minus time between classes) seemed too short. Perhaps forty-five (45) minute classes could have been scheduled whenever more time was needed.
3. A room set aside for secondary content area resource materials may be helpful.

I personally feel the class was well received and the participants enjoyed their participation in class activities. I enjoyed working with this group and found them eager.

AREA II: SOCIAL STUDIES

By Warren Loberg

I. Philosophy of the Public Schools, Grand Forks, North Dakota

Because civilization continues to become more technical and scientific, because society comes to rely more and more on the correct functioning of technological processes, because democracy becomes more than ever dependent upon well-informed and responsible citizens, and because of the individual's self-fulfillment and competence are of paramont importance, it is necessary for all who are associated with public education to review continually the responsibilities of education to the community, the state, the nation, and the world.

Therefore, we, the members of the professional staff and the board of education of the Grand Forks Public Schools, present this statement of our basic beliefs concerning education in order that it might serve as a guide in the formulation of our objectives and, within the legal framework of the State, the establishment of programs designed to attain these objectives.

We believe:

1. Intelligent, informed citizens are essential for the preservation and improvement of American democracy and our public schools have a special responsibility in this area.
2. All individuals, because of their intrinsic worth and dignity have equal rights, and are entitled to equal freedom and opportunities regardless of economic, cultural, or intellectual differences.
3. It is the right of each child and youth to have an opportunity to attain the highest possible fulfillment of his potential through differentiated and varied curricular offerings.
4. Education should develop the intellectual, physical, social, cultural, moral and vocational capabilities of the student improving both the effectiveness and the quality of his living.
5. Educational experience should be timed to the student's readiness for them; learning, accompanied by insight and understanding should be an outgrowth of thinking and doing; and the combination of intelligence, interest, and discipline is the key to achievement.

6. Learning takes place as the result of all experience, in school and out of school, thus making the classroom one of the special places where such learning can be systematically checked against accepted standards or values and where the individual may develop an ever-increasing ability to make choices as the basis for personal guidance and conduct

General Objectives of Teaching

1. To help students become loyal, effective citizens through the daily, understanding practice of democratic principals abiding by the rule of the majority while protecting the rights of minorities and recognizing the interdependence of all people.

2. To help student develop the skills and habits necessary for satisfying, effective living - vocational, social, recreational and insofar as possible accepting individual responsibility for their attainment.

3. To help students acquire the knowledge, habits, skills, and appreciations necessary to good physical and mental health.

4. To assist student to acquire the knowledge and understanding essential to the exercise of good and wise judgments.

5. To help students understand and appreciate the physical universe, the natural laws which govern it, and the scientific method of problem solution.

6. To help student to gain an appreciation of the good and the beautiful whether expressed through music, literature, art, architecture, or human character.

7. To aid student to gain an appreciation of learning as a search for truth, as a means to richer, fuller living and as an ever continuing obligation and opportunity for personal fulfillment.

II. The General Philosophy for Teaching the Social Studies

The public schools of Grand Forks are dedicated to aid young people in becoming worthy American citizens. It is necessary that they become acquainted with their heritage and develop an appreciation for the time-tested values contained therein. As future citizens, they need to develop skills, attitudes, and behaviorisms necessary for world understanding not only for today, but to meet the unforeseen challenge of tomorrow. They must be encouraged to discover ways in which they can contribute to the further development of their country's democratic ideas.

III. General Objectives for the Teaching of Social Studies

1. To uphold the dignity and worth of the individual and the role he must play in society.

2. To establish attitudes and behavior needed for effective participation in the various communities of man: the family, the school, the local community, the state, the nation, and the nations of the world.

3. To emphasize the interdependance of peoples and nations is a constant factor in human relationships.

4. To develop an appreciation that inherent differences in races are inconsequential. The dignity of man is universal since all mankind, past and present, have shared in developing the concept of respect for human beings as individuals.

5. To develop an understanding of the need for the best use of natural resources for the greatest number of people for the longest period of time.

6. To stress that environment affects man's way of living and that man in turn modifies his environment.

7. To develop an appreciation of the past records, accomplishments, hopes, and aspirations of mankind.

8. To help the pupil understand the difference between facts and opinions in solving social problems.

9. To develop the moral, spiritual, and cultural values of our society.

10. To instill the concepts and appreciations of greater patriotism.

IV. Suggested Social Studies Course list and Bibliography (Grade 7-8)

V. Specific Course Outline - Grade seven

VI. Specific Course Outline - Grade eight

VII. Specific Course Outline - Grade nine

A. Civics
B. Geography

VIII. Specific Course Outline - Grade ten

   A. World History

IX. Specific Course Outline - Grade eleven

   A. United States History

X. Specific Course Outline - Grade twelve

   A. Government
   B. Economics

XI. Specific Course Outline of Social Studies Electives - Grades eleven and twelve

   A. Psychology
   B. Sociology
   C. World Geography
   D. Earth Science (High School Geography)
   E. International Relations

XII. Definition of a Teacher Aide

XIII. General Duties of a Teacher Aide

XIV. Specific duties of a Teacher Aide in all Social Study Discipline Grade 7 - 12

XV. Selection and placement of Teacher Aides

XVI. Administration of the Teacher Aide

XVII. Assignment of Social Studies Project reports by grade level (7 - 12)

XVIII. Outside reading in Social Studies - Grade 7 - 12

XIX. Critique of Social Studies Teacher Aide Workshop

Secondary Social Studies
Evaluation
Warren C. Loberg

Mr general impression of the Social Studies part the the Teacher Aide Workshop is of a favorable nature. I will try to evaluate it by areas:

Physical Arrangement

The Social Studies and Language Arts areas were situated close together which was fortunate since many times during the summer we, as teachers, could switch our classes and time of instruction for large groups as well as for just our own small ones. This proved to be a good, flexible situation. The other areas of instruction were further away in the same building. A recommendation would be to have the four main areas of instruction as close as physically possible.

On-the job Training

I would like to see a Teacher Aide Workshop sponsored and held during the school year so our aides would be in schools, observing and working under realistic situations, although the type of instruction in this summer workshop was as close to reality as it could get.

Teacher Involvement

Perhaps one improvement that could have been made and was not used, was greater outside resource personnel or more teacher involvement in the Social Studies program. Perhaps guest Social Studies teachers would make appearances; guest principals, and even laymen could render some type of service to the program.

Conclusion

All areas of the Teacher Aide Workshop appeared to me to be well organized, efficiently administrated, well attended and in general a very rewarding experience for all who attended, instructors as well as trainees.

AREA III: LIBRARY SKILLS

By Geneva Thompson
Christine Guy

Main Objective:

To teach the teacher aides the skills necessary to use a library effectively.

Specific Objectives:

To teach the parts of a book and correct terminology.

To teach the Dewey Decimal Classification.

To teach the arrangement of books on the shelves.

To teach the use of the card catalog.

To teach the tools to use for reference work.

To teach creative use of the library.

Aides discuss the card catalog. (L to R) Mrs. Jennie Spiegelberg, Mrs Margaret Carter, Mrs. Beth Pederson, Mrs. Doris Wangsvick, and Mrs. Geneva Thompson, instructor.

Lesson I.

Orientation to library skills.
Inventory of library skills. These included:
- Library vocabulary
- Arrangement of books on the shelves
- The card catalog
- The Dewey Decimal Classification

Lesson II.

Discussion of the kinds of libraries based on the reprint from the World Book Encyclopedia and the worksheet "Kinds of Libraries."

Show the filmstrip "The Book" which discusses the parts of the book using the correct terminology.

Complete the worksheets "Meet Mr. Book" and "Special Features of a Book". Discuss the worksheets.

Lesson III.

Explanation of the Dewey Decimal Classification.

Hand out the Dewey Decimal Classification charts and discuss them.

Hand out the bookmark "George is Curious about the Dewey Decimal Classification".

Aides discuss the Dewey Decimal Classification (L to R) Mrs. Marion Updike, Mrs. Leilani White, Mrs. Jane Anderson and Mrs. Lela Hamre.

Lesson IV.

Review the filmstrip "The Dewey Decimal Classification"

Work and discuss the worksheets "What's My Number" and "The Dewey Decimal System of Classification".

Lesson V.

Review the Dewey Decimal Classification by using the worksheet "Class Name and General Class Number".

Read and complete the worksheet "Fact or Fiction?" which explains and defines the essential differences between fiction and non-fiction.

Complete and discuss the worksheet "Biographies".

Lesson VI.

Discovered the need for the knowledge of reference materials.

Examined five sets of encyclopedias using a chart which listed the special features that might be found in each, such as: indexes, guide words, outlines, see and see also references and biblographies.

The aides learn about reference materials in the library. (L to R) Mrs. Sandra Moen, Mrs. Carol Shelby, Mrs. Kathy Williams, Mrs. Marilyn Thompson. Standing - Mrs. Christine Guy, Instructor.

Lesson VII.

Became acquainted with the several types of indexes. These included poetry indexes, play indexes, and specialized subjects.

In detail examined and discussed the Reader's Guide to Periodical Literature by using sample pages and worksheets.

Examined magazines of different types.

Completed the worksheet "Magazines".

Lesson VIII.

Discussed the circulation of books and non-book materials.

Compiled lists of all materials to be included in a unit requested by a teacher.

Lesson IX.

Field trip to Carl Ben Eielson's Library.

Lesson X.

Presentation of the card catalog using large sample catalog card and the trays from the card catalog.

Discussion in detail of the author, subject, and title cards expecially stressing the important parts of each card.

Complete and discuss the worksheet "Author, Title, Subject Cards".

Lesson XI.

Presentation of the World Almanac, Information Please Almanac, and the Reader's Digest Almanac. Stress the placing on the location of indexes in each type of almanac and also on the fact that back issues serve a purpose in that almanacs do not supersede themselves.

Work and discuss the worksheet "Exploring the Almanac".

Lesson XII. (Elementary)

Presented an overview of the basics of story-telling and reading.

Stress the do's and don't's that go a long way in making a story or a book lively and interesting to a student. For example: (1) Awareness of story line, (2) Continuity of story not to be broken by explanations or definitions, (3) Creation of a mood, and (4) Successful use of onomatopeia.

Lesson XIII.

Questions and review.

Library Skills
Evaluation
Geneve Thompson - Christine Guy

This summer project for teaching teacher aides was very effective. The aides seemed very excited, interested, and took advantage of all information. All of the skills learned should make the aide a valuable asset to any school system from the very first day.

The organization of library classes for the first two weeks with five or six people in each class is ideal. This number gives each individual a chance to ask questions and in this way get more from the class. Classes of this size would be preferrable for the whole time.

If two teachers took part for the whole course and the classes were always small, more practical experience could be given. It seemed that we got a little rushed and could not give quite as much practical work as we would have liked. Examples of this would be in working with the reference materials and in compiling units.

We believe that this project should definitely be continued.

Aide trainees work in the library. (L to R) Mrs. Thecla Horrocks, Mrs. June Duker, Mrs. Jane McMiller, Mrs. Pearl Ward, Mrs. Helen Coulon.

AREA IV: AUDIO VISUAL

By Robert Leach

Objectives:

1. To assist teacher aides in correct operation and understanding of diazo opaque projector, 8MM and 35MM projectors, tape recorders, copy machines, overhead projectors, record players, and video tape equipment.

2. To assist teacher aides in preparing instructional materials for teachers, including transfers, diazos, transparencies, facsimiles, mountings, and lettering.

Course Outline

I. Introduction

II. Mounting Techniques
    A. Dry mounting w/heat press
    B. Laminating
        1. Dry mount press
        2. 7-Fox machine

A.V. mounting techniques (L to R) Mrs. Pat Ruele; Mr. Bob Leach, instructor; and Mrs. Susan Vesely

C. Dry mounting cloth
D. Spray mounting
E. Wax mounting
F. Easel construction

III. Lettering

A. Free hand lettering
B. Spray on lettering
C. Dry transfer lettering
D. Past-up lettering
E. Wrico lettering
F. Pre-cut lettering

IV. Visuals by projection

A. Opaque projector
B. Overhead projector
C. Filmstrip projector
D. Slide projector
E. 8mm projector

V. Transparencies
T-FAX
A. Dry Copy machine
1. 125 trans.
2. 133 trans.
3. 127 trans.
4. 128 trans.
5. 129 trans.
6. 888 trans.
B. Diazo color with Ammonia
1. Pre-drawn
2. Originals
C. Masking and Mounting
D. Originals
1. Color cut
2. Transparent tape

At work on transparencies (L to R) Mrs. Lenora Retallic, Mrs. Beryl Hillier, and Mrs. Jean Taylor

VI. Machine Operation

- A. 16mm
- B. 8mm single concept
- C. Tape recorders
  - 1. Stereo (reel to reel)
  - 2. Mono (reel to reel)
  - 3. Cassette (cartridge)
- D. Amplivox
- E. Previewers
- F. Video-tape
  - 1. Play-back
  - 2. Recording

VII. Teacher Aide Instructional Materials and Machine Check-off List

A. Dry mounting_____
B. Laminating_____
C. Framing (single)_____
D. Framing (double)_____
E. Chartex_____
F. Foto-flat_____
G. Diazo with Overlay_____
H. Transparencies -

    1. 125_____
    2. 127_____
    3. 128_____
    4. 129_____
    5. 133_____
    6. 888_____

I. Spirit Master_____
J. 107 Copy (dry)_____
K. Copy paper_____
L. Xerox_____
M. Transparent tape_____
N. T-Fax laminating_____
O. Wrico Lettering_____
P. Free-hand lettering_____
Q. Pre-cut lettering_____
R. Machine operation -

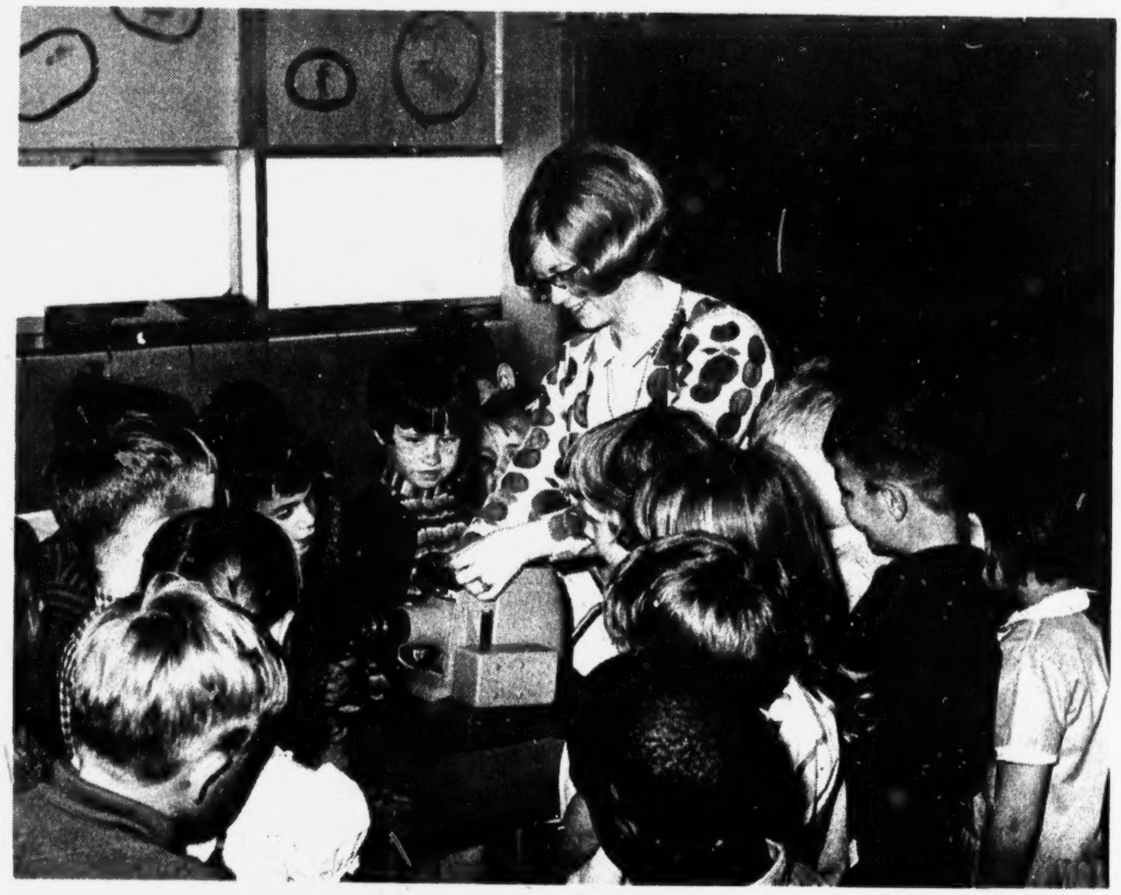
    1. Tape recorder_____
    2. Make tape and cut out word_____
    3. Tape splicing_____
    4. Primary typewriter_____
    5. 16mm movie projector_____
    6. 8mm single projector_____
    7. 35mm filmstrip projector_____
    8. Carousel slide projector_____
    9. Record player_____
    10. Stereo tape recorder_____
    11. Monaral tape recorder_____
    12. Cassette tape recorder_____
    13. Opaque projector_____
    14. Overhead projector_____
    15. Previewer_____
    16. Video Tape equipment -

        a. Recording_____
        b. Playback_____

Audio Visual Instruction
Evaluation
Robert Leach

I felt that the audio-visual teacher aide program was well received by the aides, and I, as a teacher, felt quite comfortable teaching these adults, because of their attitude and enthusiasm. There were adequate supplies and machines for the teacher aides to use, and by the end of the training period, all of the aides were quite at home with the machines and were able to produce materials as they needed them.

The one facet of the program that I felt would have been improved was the time allottment. Perhaps longer time blocks or more hours per day would have given the students the time they needed for more work in the areas of audio visual production and use of machines. Perhaps this criticism is because we tried to give the aides more than they could master, but we thought that a brief acquaintance with all machines and production would be worth while. The aides were not satisfied with this as they wanted to have first-hand relationships with all the materials. I think that by having an assistant for the entire period, the aides would have had the time necessary for their individual completion of all phases.



An aide receives help with the A. V. equipment at Eielson School.

AREA V: AIDE ROUTINE

By Clarine Lian

General Objective:

The main objective of a teacher aide is assisting a teacher so she will be better able to perform her professional duties as a teacher.

Specific Objectives:

Routine - become acquainted with school scheduling

Responsibilities - fulfill duties in an efficient manner

Materials - make more and better use of a greater variety of teaching tools

Grooming - present yourself in a respectable manner

Bulletin Boards - to prepare in such a way that it becomes a learning process for children

First Aid - to become acquainted with first aid materials and their application

School Forms - be familiarized with various forms used in operation of a school

Outline

I. Grooming

- A. Look well groomed all day
  1. Hair in place
  2. Make-up touches
  3. Dress appropriately
     - a. Working with dittoes, paints, etc.
     - b. Smocks perhaps advisable
     - c. Avoid wearing mini-skirts
- B. Smile
  1. Wear a smile from a.m. to dismissal
  2. Children respond better -- may be the only person with a kind word for a child on a particular day
- C. Punctual

II. A Day as an Aide

- A. Samples of typical aide days

III. Bulletin Boards

- A. Paints
  - 1. How to Use: (mix and apply)
    - a. Tempera - powder and liquid
    - b. Water colors
    - c. Chalk
    - d. Charcoal
    - e. Magic markers
- B. Paper
  - 1. Different types
    - a. Uses
    - b. Letters - speed cut
    - c. Background - measure
- C. Theme
  - 1. Know holidays and days of special significance during month
  - 2. Choosing theme
    - a. Teacher's file
    - b. Suggestion by teacher
    - c. Choosing your own
  - 3. Ideas
    - a. Newspapers - Use opaque
    - b. Cloth on figures for clothing
    - c. Halls at Christmas
    - d. "Bone-up" in math (Dog and bones)
    - e. Others

IV. Typing

- A. Tests
  - 1. Making keys
  - 2. Dittoing
- B. Letters to parents

C. Ordering supplies

   1. Also telephoning

D. Stress teacher's labeling papers with name, number of copies, date needed

V. Correcting and grading papers

A. Be confidential

   1. Student's grades
   2. Teachers

VI. Reports

A. Enrolling

   1. Yellow card
   2. Cardex
   3. Large enrollment sheet

B. Transfers

   1. Procedures

C. Closing reports

   1. Attendance
   2. Report cards
   3. Reading circle certificates
   4. Dental cards
   5. Cardex
   6. Filing in permanent files

D. Tests

   1. Reading

      a. Allyn and Bacon
      b. Basal Readers - magazine - Houghton-Miflin

   2. IQ's

      a. Primary Mental Ability Test
      b. ITBS

E. Daily logs

F. Monthly reports

VII. Instructional Phase -- Small groups - Individual

- A. Social Studies
    1. Contracts
    2. Supervising various stations
    3. Drawing maps
- B. Reading
    1. Comprehension
    2. Language experience
    3. Play
    4. Made kites
    5. SRA
    6. Library - accelerated group
    7. Small group
- C. Science
    1. Contracts
        - a. Writing group discussion questions
- D. Math
    1. Conferences
        - a. Record pages worked
        - b. Check work
        - c. Problems to solve
        - d. Honesty
    2. Small group
    3. Store (making change concept)
    4. Writing tests for book
- E. Spelling
    1. Recording grades
        - a. Individualized
    2. Dictating words
    3. Playing games
    4. Making tapes

VIII. Discipline and Control

- A. Gain respect immediately
  1. If the child does not respond to you as a responsible adult, go to the teacher first - if problem continues, then principal
  2. Know extent of leniency of teacher
  3. Discipline code according to school policy
- B. Pupil Identity

IX. Duties

- A. Door
  1. Watch children
  2. Stop fights
  3. Pick up wraps and take to prospective rooms before discarding in lost and found
- B. Hall
  1. No running
  2. Use of patrols
- C. Noon
  1. Supervising cold and hot lunch
  2. Selling milk
  3. Outdoor supervision
- D. Taking hot lunch count
  1. Can be taken by aide and then relayed to office faster and saves work in office
- E. Selling tickets at school functions
- F. General Housekeeping
  1. Cleaning closets
  2. Arranging files
  3. Tidying rooms

X. Injuries and First Aid

- A. Injuries happen
  1. Newspaper article on last year's injuries
  2. Kinds
     - a. Hit with a bat and ball
     - b. Falls
     - c. Snowballs

3. Prevention

   a. Close windows
   b. Pick up broken glass, twigs, etc.
   c. Ban playing of rough games
   d. Guard science equipment

B. First Aid

ASPIRIN may not be given without parents' consent

1. Know where first aid kit or supplies are located

   a. Keep bandages in desk -- pins, too

2. Know where school nurse and office are located (Remember, she may be in building)
3. Small cuts and bruises - bumps

   a. Cold water - first aid cream and band aid usually do the trick. Talk about clothing, funny animals, make clown faces with cream for small fry

4. Vomiting

   a. Spread SorbAll to kill odor
   b. Call janitor
   c. Clean up child - find a cot
   d. Contact parents - with their permission sent child home - notify teacher

5. Broken bones

   a. Don't move
   b. Call parents

6. Bloody noses - loose teeth - cuts

   a. Apply cold cloths
   b. Lie on floor
   c. Notify parents (take to Dr's office)

7. Diabetic Coma

   a. Medication
   b. Give something sweet

XI. Field Trips

    A. Purpose

        1. Arranging

            a. Appointments
            b. Bus
            c. Preparing permission slips for children

    B. Supervising
    C. Places of Interest

XII. Problems

    A. Work overload

        1. Discuss with principal

    B. Lesson planning
    C. Teacher interrupting disciplining
    D. Dittoing whole books of instructional material

        1. Check with principal first

    E. Getting material handed in well in advance
    F. Typing personal matters

XIII. Means of Self Improvement

    A. Reading professional material

        1. North Dakota Teacher, NEA Journal, articles and books on curriculum development

    B. Attend staff meetings

XIV. Evaluations

    A. Contents of two evaluations

        1. Composite score

Aide Routine
Evaluation
Clarine Lian

It is my feeling that the Aide Routine class was of little value to the secondary level trainees. As a trainer and an experienced elementary aide, I felt very inadequate in informing secondary trainees what they might expect as they go out in the field as a "teacher aide". An ideal set up would be an experienced secondary aide trainer for secondary level aides.

Perhaps if the secondary and elementary aide routine classes could be separate, this would alleviate the problem of various groups missing out on certain important lectures and group discussions. I know one group had very little discussion on how the aides might be used in the instructional phase. To me, this part of our course was one of the more important or perhaps the most important area.

In the area of reports, I realize it would have been very beneficial to have had a complete sample set for each trainee - had them use fictitious names and actually filled out various forms.

It was suggested that I encourage trainees to bring work from other classes. This would be work with which they might need help. I found this was very difficult. They brought very little material from other classes.

AREA VI: PROFESSIONAL SKILLS

By Rose Mary Wiley

Objectives:

1. The aide will be able to recognize some of the problems encountered in and out of the classroom.

2. Expose the aide to some typical learning and behavior difficulties in children, responsibilities and struggles of teachers and value of paraprofessional help, also the concerns of parents regarding their children's preformance.

3. Prepare the aide to assist the teacher in administrating and constructing tests.

Course Outline

I. Introduction to Professional Skills "Aides in General"

II. "Children's Behavior"

III. "Knowledge of Children"

IV. "Aides and Teacher Relationships"

V. Aides and Parents

VI. "Let an Aide Speak"
   Resource person for question and answer session

VII. Open Question Session
   "What Goes on in the Classroom?"

VIII. Summation and Advice
   Testing (administering and construction)

Professional Skills
Evaluation
R. Wiley

In the area of professional skills I feel the aides now have a much better understanding of their function and value in the classroom. I consider this true not only in problem areas but in normal and accelerated situations. I introduced some typical learning situations and behavioral difficulties in children, to the group and we discussed various methods in which an aide could assist the teacher also their responsibilities in relieving the teacher of as many administrative requirements as possible. I made it known that the aide in invaluable in these areas.

Mrs. Dorothy Sparks, a consultant to the program and a teacher at Kelly Elementary School, gave an inspiring talk one day. See appendix # for copy of her remarks.

Another excellent resource person to whom the class responded with much enthusiasm was Mrs. Dafran Provada, a teacher aide at Eielson Elementary School.

At 7:30 in the morning - no instructor could have been more elated at the response, enthusiasm and participation and a desire to exchange ideas, as were these ladies. I believe we more than achieved the objectives stated. It was a pleasure to work in this area.

Teacher Aide Mrs. Jane McMiller leads discussion in Mrs. Wiley's class

AREA VII: PROFESSIONAL TECHNIQUES By Dan O'Shea

Objective:

Upon completion of this objective, the student will demonstrate his knowledge of:

A. Staffing patterns and procedures
B. The involvement of teacher aides
C. Techniques of instruction
D. Planning with teacher and parents
E. Conferences

by responding correctly to twenty true or false questions.

Outline of Content

I. Staffing Patterns and Procedures

  A. History of teaching in America - Rural
  B. Present Day Teacher - Graded self continuance
  C. Future - Professional Involvement - Separate subjects

    1. Team teaching
    2. Non-grading
    3. Multi-age grouping
    4. Differentiated staffed teaming - roles

      a. Teacher aide - slide and tape

        1. Clerical assistant
        2. Teaching assistant

      b. Associate teacher - Instructor
      c. Staff teacher - Classroom teacher
      d. Master teacher - team leader

      (Show transparencies from Continuous progress. Model showing hierarchy.)

    5. Clinical Setting
    6. Auxilliary or supporting staff

      a. Central Office
      b. Specialists
      c. Volunteer
      d. Agencies in community
      Focus on the Child

II. Involvement of Teacher Aides

A. What the principal will expect:

1. Promptness, neatness in appearance, cheerful attitude, accept students, be willing to work, look for work to do, etc.

B. What the teacher will expect:

1. Film work done well and on time, offer to help her when you have the time, pleasant attitude, firmness but kindness, and fairness in dealing with students, report any incidents to her at once.

C. What the student will expect:

1. Fairness, you to listen to what he has to say, accept him as a person, firm positive answers (Even a "no" can be positive)

D. What the parent will expect:

1. Fairness - the teacher and the principal to discipline the children-you to sort of mother his child-to be the child's teacher aide.

E. Getting started - What the teacher does "Can you help her?" Film strip and record

III. Techniques of Instruction

A. Grouping

1. Need - What the child needs to know
2. Sex - P.E., Music, Health
3. Size
4. Interest
5. Talent

(Rarely will grouping be done by someon's preconceived idea of what the child knows)

6. Large group - more than six
7. Small group - six or less
8. Individual for independent learning

B. Conference - more to be said later but this is a technique of instruction

C. Materials

1. Teachers manuals
2. Resource library and file - A.V., etc.
3. Equipment - overheads, automation, etc.
4. Programmed learning
5. Games, kits, etc.

D. Questioning and Answering

1. I wonder what would happen if ...?
2. I wonder why it didn't work ...?
3. Would it still work if we did such and so ...?
4. Why do you think that is right ...? Maybe you are right, but have you thought of such and so ...?

IV. Planning with Teacher and Parents

A. Classroom procedures

1. Roll, collection, inter-com, sharing, story, attention, pledge, patriotic songs.

B. Care of equipment and return to proper place - ditto, thermofax, filmstrips and records.

C. Teaching aides

D. Resources

E. Textbooks - refer to by publisher - distribute lists (Have sales representative list run off) SRA, ABC, etc.

F. Contracts - try some in math

G. Receiving new students and dropping old ones.

H. The team meeting

1. Ask questions - be sure you know what you are to do. i.e., Your role in language arts.
2. Provide feedback on students instruction, or what ever is asked. If you need more work, ask for it. If you have too much, say so.

V. Conferencing

A. Teacher - Pupil

1. What the teacher does.
2. What the pupil does.

B. Teacher - Parent

1. What the teacher does and says.
2. What the parent does and wants.

C. Teacher - Parent - Pupil

    1. Advantage
    2. Disadvantage

D. Preparing for conference and the teacher aide

    1. What the teacher needs to do.
    2. What information the aide can contribute.

VI. Aides

A. Tape from Title III Center

    1. Team teaching
    2. Non grading

Team meeting at Carl Ben Eielson. (L to R) Mrs. June Robinson, teacher; Mrs. Virginia Whittington, teacher aide; Mrs. Dafran Provada, teacher aide; Mike Johnson, teacher; and Charles Zick, team leader. As members of an 11-man team they work with approxámately 200 pupils 10-12 years old.

AREA VIII: CLERICAL SKILLS By Ruth Peterson

Objectives:

1. To build a background of knowledge relevant to school procedures, forms, and records.
2. To acquaint the clerical aides with good office practices.
3. To emphasize desirable work habits--punctuality, responsibility, cooperation, accuracy, neatness.
4. To instill the desire for personal attributes of courtesy, tact, initiative, loyalty; to emphasize the importance of good grooming.
5. To inculcate the necessity and importance of ethics as they relate to a school.
6. To improve skills in the typing of dittos and stencils and the preparation of materials for overhead and opaque projectors.
7. To develop a degree of proficiency in the operation of office machines which will be utilized in the performance of their duties.

Course Outline

I. School Procedure and Records

  A. Relationship to teacher
  B. Relationship to students
  C. Refer to handbook for students for guidelines regarding absences, tardiness, dress code, etc.
  D. Familiarize trainees with various school forms - attendance, registration, absences, tardy, cumulative record
  E. Report cards
  F. I.Q. Tests

II. Office Practices

  A. Importance of tactful relations with the staff, student body and visitors
  B. Desirable work habits - punctuality, cooperation, initiative, tact, good judgement.
  C. Good grooming
    1. Attractive but simple - no extremes
  D. Understanding of inter-school mail service
  E. Knowledge of school filing system
  F. Correct telephone technique
  G. Development of good memory for faces and names

III. Personal Characteristics

   A. Courtesy and respect
   B. Loyalty
   C. Judgement
   D. Responsibility
   E. Initiative
   F. Cooperation
   G. Ability to accept criticism gracefully

IV. Business Ethics

   A. Loyalty to school - confidential material
   B. Avoid gossip
   C. Sincerity
   D. Friendly and cooperative
   E. Admit errors
   F. Avoid being to inquisitive

V. Typing Skills

   A. Parts of machines - care of
   B. Erasures, corrections, alignment
   C. Follow oral and written directions

      1. Ascertain number of copies
      2. Method of reproduction
      3. When needed

   D. Accuracy, neatness, promptness
   E. Proofreading - ability to judge own work
   F. Typing of dittos, stencils
   G. Format
   H. Use correct spelling, grammar, and punctuation

VI. Office Machines

   A. Duplicator

      1. Number of good copies from ditto
      2. When to use

   B. Mimeograph

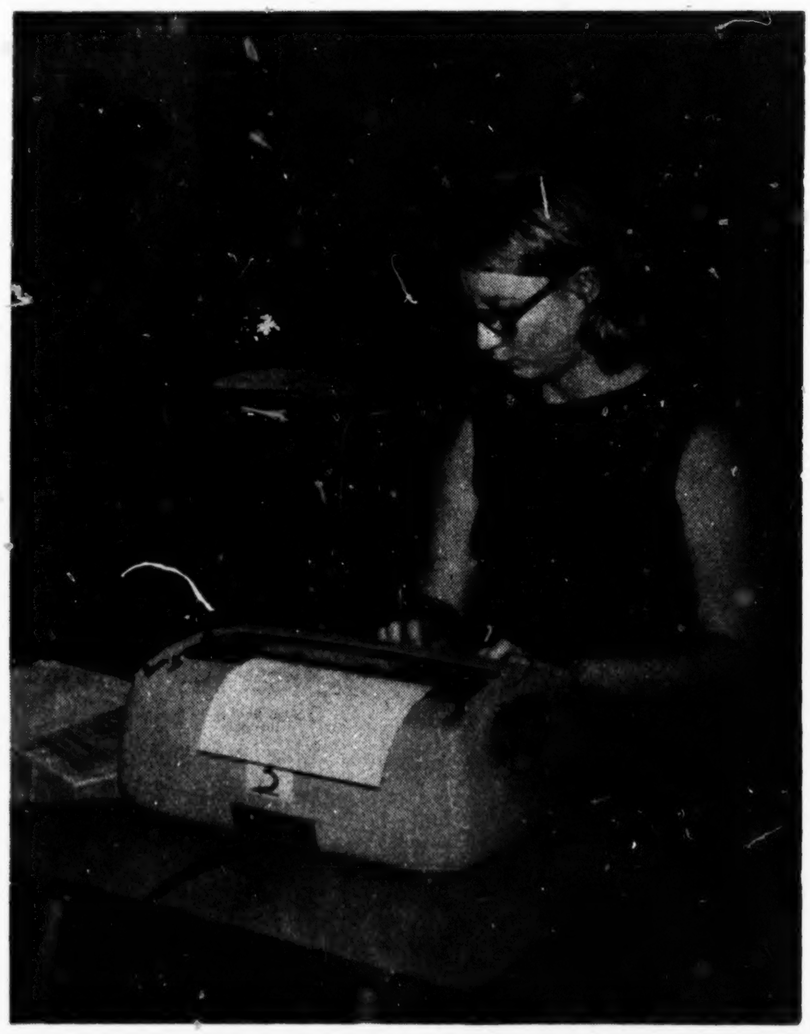
      1. Number of copies from stencil
      2. When to use

   C. Thermofax - various uses

      1. Spirit Masters (limited number of good copies)
      2. Copy
      3. Transparencies

D. Dry Photo Copier
E. Infra red stencils
F. Opaque Projector
    1. Use in preparing bulletin boards

VII. Practical application of above procedures and office machines by serving as clerical assistants to the classroom assistants.



Mrs. Susan Vesely types a report.

VIII. Check-out Sheet

TO ALL TRAINEES -- If you would like to be checked out on any of the following office machines, please check with Mrs. Peterson, Room 4, for scheduling--preferably between 8:30 - 9:30, August 4 - 13.

No one is permitted use of the machines unless Mrs. Peterson is in the room.

Typewriter

____margin settings

____tab clear

____tab set

____variable line spacer

____alignment

____ribbon selection

____touch control

____line space selector

____clean type

____erasures

Thermofax

____thermal masters

____xerox

____infra-red stencil

____transparencies

Duplicator

____duplicator fluid

____number of copies (counter)

____impression control

Mimeograph

____clean type

____ribbon selector to stencil

____cutting stencil

____care of stencil

____number of copies

Clerical Skills
Evaluation
Ruth Peterson

In my opinion this area should be a regular course for all the aides. I do not feel that it would be necessary for them to spend a complete month in this particular area but it should be beneficial to the program and to the aide to spend some time here since she will be doing some clerical work. By the same token, I think that the clerical assistants should attend classes in Area II. I am not sure how this could be accomplished since Area VIII has to function throughout the program in carrying out the needs of the instructors and the trainees. If each aide could spend at least a week in this area to familiarize herself with the various office machines and increase her speed in typing, this would probably be adequate.

During the last few days of the program as the aides began to come in to be checked out on office machines, it was increasingly evident that they could have used more time increasing their skills in the clerical field.

Then too, I would recommend that the aides receive training in outlines, footnotes and bibliographies, in their English classes.

Another thing which will have to be given consideration, should the program be offered another year, is the office machines. The variety of typewriters was excellent. However, had it not been for Mr. Loberg allowing us the use of the mimeograph, duplicator and the thermofax, Area VIII would have fallen short of its goal. I think it is essential that the machines be accessible both from the standpoint of convenience and for supervision of the trainees.

SUPPLEMENT

IN SERVICE

Handicapped Speech Program

Mrs. Updike is visited once a week by a consultant. Part of each afternoon is spent in organization of materials, planning and ordering of materials, consultation on any problems having arisen during the past week, and observation. Work done with individual children is viewed and suggestions are given. Mrs. Updike is working in six classrooms for the retarded. The consultant schedules a visit to a different classroom each week. Mrs. Updike also receives the suggestions and guidance of the classroom teachers involved.

Several afternoons prior to the beginning of classroom duties many hours were spent orientating Mrs. Updike to the schedule, type of children involved, and suggested readings.

The consultant, who is a Speech Therapist and former classroom teacher, is also available by phone at any time.

This aide spends a minimum of three hours per week in in-service work.

Nathan Twining Elementary School

The following in-service work has been carried on with the teacher aide program in Twining school.

Language Arts

1. The aides have worked with small groups in reading to develop understanding of initial sounds and blends.
2 - have worked with small groups and individuals for the purpose of diagnosing reading difficulties.
3 - have learned to work with students in developing cursive writing techniques.
4 - have worked with students in the use of the SRA reading skills kit.

Math

1. The aides have learned to work with students to understand the relationship of grouping ones into tens.
2 - have learned to work with small groups on drill of basic facts.

Science

1. The aides have worked with teachers in setting up science experiments and carry on the experiments with children.
2 - have worked with science teacher to help students during lab periods. In this instance, the aide worked the microscopes, dissecting grasshoppers and frogs, preparing materials for lab and accompanied teacher and students on a field trip.

Social Studies

1. The teacher aides have learned to prepare taped materials that can be used in social studies classes.
2 - have learned to work with students doing map activity work.
3 - have learned to locate and prepare materials to be used for small groups in social studies.

P.E.

1. The aides have helped teachers carry on activities learned in the formal P.E. classes.
2 - have learned to work with group activities carried on during special activity periods.

Library

1. The aides have worked with the librarian in locating, distributing, and using materials located in the school library.
2 - have worked with students in the library locating materials and making use of the library as a resource center.

General

1. The aides have been taught to prepare many classroom materials used by the teacher such as flash cards, word cards, transparencies, laminated materials, and bulletin board materials.
2 - have helped administer and correct group tests.
3 - have worked with the preparation of art materials.

Time

In-service time has met the requirement of a minimum of two hours per week.

Eielson Elementary School

Our teacher aides began working during the teacher's workshop. They were introduced to the school and its facilities and were shown where to locate the materials and equipment.

Mr. Meisel demonstrated the audio-visual equipment and each aide learned to operate all equipment, change bulbs and make minor adjustments. The aides were thus prepared to set up and operate the equipment for the teachers.

Mr. O'Shea discussed the over-all policies of our school with the aides. Mrs. Thompson had an orientation meeting in the library. She explained about the materials located in the library and the procedures for checking them out.

After school started the team leaders and coordinating teachers met with their aides and teachers to expalin the duites of the aides in each of their groups. Each week the aides meet with their group of teachers to set times when they are available to help each teacher, to prepare bulletin boards, correct papers, fill in records, type, or do any of the many tasks expected of her. This is a minimum of two hours per week.

Many times an aide is instructed in ways that she may help an individual child who has a specific problem so that she can work with the child. At other times the teacher shows her how to work with several children.

The Teacher Aide core committee meets once a month with all the aides. At these meetings routines relative to the aide and school are discussed. This is also a time when the aides can bring their problems to the attention of other aides and to the committee.

Holy Family Elementary School

In-Service Training of Teacher Aide, Mrs. Kathy Williams, employed at Holy Family School, Grand Forks, North Dakota:

Mrs. Williams takes part in faculty meetings and in-service sessions for the faculty at Holy Family School. The latter in particular have included the following sessions thus far:

August 27 - Language Arts presentation by Clar Pederson of the New School of Behavioral Studies, followed by discussion period.

August 28 - Presentation on the Services of the Upper Red River Educational Service Center by Bob Sauter followed by tape on Nongradedness and discussion.

Sept. 22 - Presentation of Gloria Brown, from Educational Service Center, on Children with Learning Disabilities and how to detect these disabilities.

These sessions total about six hours in addition to faculty meetings and working with individual faculty members to better understand and plan for the children with whom Mrs. Williams works. She will have further opportunities for similar in-service training throughout the school year. There will a minimum of forty hours during the next twenty weeks.

Lewis & Clark

Our student audio-visual committee chairman conducted a 1/2 day workshop during which he taught the operation and maintenance of our machines to our teacher aides.

The school principal and secretary have taught them the use of duplicating, thermofax and office machines.

To acquaint the aides with school policies and procedures, they attended that portion of our regular pre-school workshop.

The school principal worked with them for 2 weeks in the lunchroom by way of helping them become more effective noonhour supervisors.

The most important and essential training is given by the teachers as they instruct and help their aides with the problems they encounter daily.

Problems relating to use of aides are discussed by principal and teaching teams and action is taken by principal or teachers as the situation dictates. We try to anticipate as many of our problems as possible so much of our work is preventative rather than crises oriented.

Valley Junior High School

The three aides at Valley Junior High are engaged in various in-service activities every day of the week. Stress has been placed on the "islands of continuous progress" in science and social studies. A minimum of five hours a week is spent in in-service.

South Junior High School

South Junior High School is utilizing four (4) separate methods of in-service training in its teacher aide program.

1. We invite all of our aides to over half of our staff meetings, which generally last for at least one hour per meeting and total eighteen (18) hours. We try to select meetings that are not all routine and that are of some educational value to all aides and staff members.

2. We also invite teacher aides to our various departmental meetings. Each aide goes to the department that she was originally assigned to or perhaps to a meeting that she is actively interested in. We have two departmental meetings each month and the aides attend about half of them which totals nine (9) hours.

3. Our school system assigns various days for curriculum meetings. We invite all aides to these half day meetings and we have three which total twelve (12) hours. These meetings are totally designed for curriculum evaluation and in-service study.

4. Our last method is the added instruction that our teacher aide co-ordinator gives to all aides. This is a half hour meeting once a month. The items covered pertain mostly to problems encountered with the entire program and the results achieved in all areas that the aides have worked. This is about four (4) hours.

The total hours of in-service instruction would be forty-three (43) hours plus.

Central High School
Teacher Aide for Core Vocational Area

The teacher aide in the core vocational area is in a constant in-service training program. This involves the following areas:

1. independent study program
2. audio-visual coordination of material
3. research of project design
4. cataloging material by interest area, subject area, and vocational area.
5. practical use of audio-visual equipment including video tape.

This in-service involves a minimum of two hours per day at the present time.

EVALUATION OF EPDA PROJECT

Dr. John Thompson
University of North Dakota

The state wide EPDA evaluation strategy will be composed of three major parts:

1) An evaluation of the summer workshop. Each workshop formulated teaching objectives for the various sessions of the workshop, and aides were asked to rate their opinions of the success of teaching the objectives. Also, they were queried about which sessions they felt would be most helpful to them on the job. They will be asked to re-evaluate the workshops after one semester on the job. They will be asked which sessions were of most value to them in their jobs, as well as which parts of the workshop were of little value.

2) Grand Forks, Fargo, Hunter-Arthur, and Cando are involved in a measure of teacher attitude change or lack of change toward the kinds of responsibilities which aides may carry out in the classroom. The Grand Forks Title III project will provide base line data to compare these EPDA projects.

3) Grand Forks and Fargo are participating in a cost utility study. Aides will log their activities and a previously ascertained utility factor will be assigned to each activity. Costs will include salary, benefits, supervisory costs, and a portion of the summer training costs (tentatively one-quarter of the cost, based upon a projected aide work life of four years before need for retraining). A utility/cost ratio will be established. Again, base line data from an existing teacher aide project is available for comparison.

In addition, Grand Forks will include an aide predictor study. An attempt will be made to determine valid predictors of probable aide success. Although the N is a bit small, the data should provide a model which other projects may choose to implement in future studies.

The evaluation was designed, and is being carried out by the Bureau of Educational Research and Services of the University of North Dakota.

Teacher Aide Appraisal
Program Trainees

"The science was invaluable and surely will be in helping prepare science lessons for teachers. In asking the right question to help stimulate a child; the help with bulletin boards; learning how to work creatively with children in science and how broad science can be even in kindergarten; in actually setting up a science lesson with audio visual and then presenting it to the class - all these were real learning experiences. I will often think of your beautiful way in helping us, your patience and lovely personality Mrs. Wiley."

Mildred Hellekson

"The key to the success of the Professional Skills Class was the informal discussion of problems; expecially when 'veteran aides' related various experiences encountered during the year.

I think the classes helped to bring the practical side of the job into view for the 'trainee aides'. The classes went a long way in preparing the 'trainees' for the 'ups and downs' in teacher aide work.

In the science class I have had so much fun. I have learned how to create an environment where a child will enjoy learning. I have so many ideas and materials to work with when I get into the classroom. I am sure that I will enjoy and gain much from my work as a teacher aide."

Kathy Williams

"The Professional Skills course gave me many little suggestions on handling situations which arise - discipline, ways of handling children in promoting positive behavior before the child has a chance to get into mischief.

I thought the session was well planned by Mrs. Wiley and I gained much information from Mrs. Sparks' talk to our group.

We had an enthusiastic teacher !"

Jennie Spiegelberg

"I think it was a good idea to bring in experienced teachers and aides to give us concrete examples. We could ask them questions on anything we were puzzled about. That gave me confidence.

What I remember most is the idea that learning should be enjoyable for the kids. We can help the teacher with many of the details so he'll have time to be a more creative teacher."

Mrs. Robert Saumer

"In Professional Skills I have become aware of some of the problems of understanding and teaching the child. I have been taught what goes on in the classroom. I feel that Mrs. Wiley has the ability to teach children with love and feeling. To let children be children, by not saying don't so much, but to encourage and praise them to bring out the best in them. A disturbed child must be spotted. A shy withdrawn child must be helped, talked to. He must feel identity. I feel that I have obtained a better knowledge of children and a more sympathetic understanding of them by attending this class. I thoroughly enjoyed and gained many good points on how to help children from the guest speakers. I feel more confident that I can help with children's problems in and out of the classroom."

Mrs. Harold Ward

"The Professional Skills course has been very helpful and interesting in many different areas. We have talked about the need to communicate with our teacher and to talk about the problems that are bothering us. It has taught me to anticipate the needs of the teacher and prepare her work in the manner that she prefers. The aide and teacher relationship can be very close and fulfilling, but demands mutual respect.

I hope to relieve the teacher of many of the clerical duties and day to day tasks, so that she may spend the time in actual teaching and planning.

To the children we must convey our love and approval and really be a friend to them. We must also be on the lookout for little problems - behavior, physical or emotional which the teacher might not have noticed and bring it to her attention. We can try to motivate the children to really become involved in all aspects of the school program."

Leilani White

"I feel that I received lots of information during these four weeks that will be very beneficial in my work as a teacher aide.

We learned about our many duties, we became familiar with the materials used in this school district, we learned what to expect in many problem areas in dealing with children, we learned how to operate the equipment used in the classroom and how to prepare classroom study aids.

I hope with what I've learned I'll be able to help students have more interest in their school activities."

Marilyn Thompson

"Transferring out of solid subjects and into this area was, for me, a wonderful experience because of the fact that so many new machines have come into use since I was a part of the business world.

Mrs. Peterson has been a most informative and patient instructors, always ready to stop what she was doing to help a student; but always stressing neatness and perfect work.

For my part and the role I have been hired to do at Valley Junior High School, I feel that working and learning the usage of the machines taught in this class has been an invaluable experience."

Fay K. Rindahl

"I've thoroughly enjoyed the clerical class. I've learned more in this class than any other class. We had one of the best instructors. She is so easy to get along with. I think the clerical aides should have more of the other classes. I know now that I needed to go to this school before I started my job."

Veronica Carlyle

"The clerical area has been the most profitable for me because my skills have improved tremendously.

The instruction was excellent. Mrs. Peterson knows what she is talking about.

I think that next year this program should have the clerical class as a regular class. It would help also, I think, if Mrs. Lian's class and this class were combined."

Mrs. Susan Vesely

"Audio visual was an especially interesting course for me. At home and in the business world men run the machines! I was glad to be able to learn how to operate the equipment. I know I'll use these machines in the school where I'll be - not all the elaborate ones - but the basics. It should be a great help to the teachers if we can operate the movie projector, tape recoraers and the others efficiently."

Mrs. Robert Saumer

"Science was an interesting and well taught class. I enjoyed the student participation in the experiments which gave us greater insight. However, the class period was too short - we would no sooner get into something, and it would be time to go. It interrupted train of thought.

I especially enjoyed the Professional Skills class because it was informal - making it easy for everyone to ask questions. I thought the speakers were interesting and fun. The 'first-hand' experiences they related were very helpful, and I think more of this would be good."

Vicki Lagow

"The audio visual class for me, has been a very enjoyable experience. I had no idea so many interesting machines existed that makes for many short cuts to teaching. Having had only a business college background and having raised my family before deciding to return to the business world, all these machines have been a complete wonder to me and I just hope I will be able to retain most of my learning.

I have appreciated the special attention I have received; but my only regret is that, for me, the class wasn't long enough each day."

Fay K. Rindahl

"I found science to be a very interesting class. I wish we would have had time to go a little deeper in most of the areas. Mr. Meisel was a very good instructor. I felt he did his best to help us."

By working with science contracts I have learned what they consist of and what steps to take in completing such a project. This class has been interesting, in a relaxing atmosphere. I have learned that science is a verb, which in a sense, means that children learn by participating in the experiments rather than watching or reading about them. It gives children a chance to be creative. After completing this course, I feel that I could, as a teacher aide have some knowledge of assisting in a science class."

Mrs. Harold Ward

"To me, audio visual was the most informative and interesting class.

All the machines were much easier to operate than I had thought. I think this training will prove very valuable when we return to our schools this fall. Most of the teachers do not know how to make transparancies, overlays, etc. and it will be the job of the aide to do these things for her.

I wish we had more time to try everything more than once as we could really use the practice.

Mr. Leach did a remarkable job of keeping us organized and moving along. I enjoyed the class very much."

Leilani White

"I feel that the audio visual course was one of the most useful to aides. I think more time could have been spent in this class. Everything was covered well but not enough time to practice. It was a fun class, I liked it."

J. McMiller

"I became acquainted with many new machines and instructional materials in the audio visual course. I think it was very well taught and better than a college audio course as the smaller group; therefore more individual help available. It takes away the fear of using the machines even though we may have different ones in our schools. I sincerely thank you for your patience with me."

Mildred Hellekson

Director Appraisal

Margaret Abbott
Project Director

Education means growth and change in behavior no matter what the academic level. This statement is certainly true of our summer teacher aide training program. All of the people involved can see areas where improvement can be made in the format, curriculum, and organization.

As director of the program, I can see many changes which I feel would enrich the experience for all.

Our objectives and goals remain unchanged. The degree to which they were met must await the verdict of both the state evaluation and the evaluation of the school staffs where the trainees are working.

In the selection of aides we appear to have been most fortunate. The trainees were ideal pupils, enthusiastic, receptive to the curriculum, and dependable. During the four week period a remarkable esprit de corps developed. We felt we were most fortunate in having four full-time trainees from other parts of the state, and one part-time audit trainee from another state. These people added immeasurably to the program.

Many of the obvious criticisms that can be made, such as; class size, length of class periods, number and kind of classes held, were determined by the amount of money available to the project and by the specifications for trainee selection. All of these criticisms are important. However, the objective is to set up the most efficient and productive program within the framework of time, numbers of participants, and finances.

It would appear to be advisable that all trainees be given clerical training. When this decision is left to the trainees they do not always have enough background knowledge about the duties of teacher aides to make the correct decision. The amount of time devoted to clerical training would, of course, depend on the trainees past experience and competency.

All trainees need training in audio visual and library as was given to them in this program. But, in addition, it seems that even those aides labeled "clerical" benefit from some content area training.

As with any kind of school, an aide training program can be no better than the quality of the teaching staff. Again we were unusually fortunate in qualifications and ability of our staff. I am sure most of the success of this program was directly due to the enthusiasm, devotion, and proficiency of its teaching staff.

The one-half hour period seems to have come in for criticism. However, there are only so many periods. Unless aides can be designated before hand as serving in certain curriculum areas only, it would seem impossible to give them one hour of everything. It might be that forty-five minute periods could be worked out. When the periods were set at one-half hour it was realized that this was shorter than most teachers are use to. But, we had hoped by placing complimentary content areas back-to-back that they might work out either team teaching or trade agreements. This was done by a number of the instructors. It was also felt that since only adults were involved it would not hurt to encourage tight planning and efficiency.

A free hour sounds ideal, however, human nature being what it is, there is danger that this would become a coffee hour. Perhaps this isn't bad though and a free hour should certainly be considered in future planning. It might work well to set up a resource center on basic subject areas in addition to the centers provided in the subject rooms. This center could be open at all times for work and investigation. This type of room might encourage good use of a free period.

This summer the aides were encouraged, especially during the last two weeks, to self-schedule themselves into any areas they desired. All of the instructors were also available for conferences at any time, which were scheduled by the trainees. Self-scheduling, however, led to some classes being very small, which instructors did not enjoy.

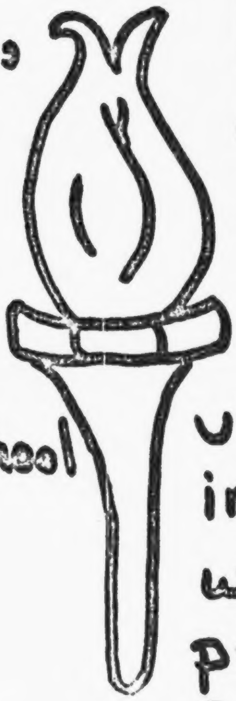
In a future training program I would like to see some teachers involved as participants. I do not feel they would need to attend the entire program. But, as we all know, aides can be no more helpful than teachers allow them to be. And, teachers cannot use aides unless they know how. I would like to have teachers attend some classes with the aides and perhaps have one or two classes alone. Groups of teachers could attend perhaps one week of the program at a time and if the program lasted four weeks a large number of teachers could benefit from this experience.

As director of this program I hope that above all other benefits the aides may have gained from the past summer experience is that they feel and will continue to feel that education can be a joy for all involved in it; and that they have carried with them to their schools enthusiasm, desire to co-operate, and love for children.

It has been a very great pleasure to me to work with the outstanding people in this program, both instructors and trainees. If the results of this training prove to be of value I hope that the experience can be repeated for others in our state.

1 st. Annual
Graduation Excercises
Teacher Aide Training Program
Grand Forks, North Dakota

Friday,
August 15, 1969
Music Room #3
Central High School



"upon the subject of Education I can only say that I view it as the most important subject which we, as a people can be engaged in..."
Abraham Lincoln

COMMENCEMENT PROGRAM

Invocation	Rosemary Wiley
Music "Theme Song from Exodus" by Ernest Gold . . .	Fay Rindahl
From the elementary	Leilani White
From the secondary	Ruth Jones
Music "Spanish Flea" by Julius Wechter	Fay Rindahl
From the clerical	Donna Lossner
Presentation of class	Margaret Abbott
Presentation of certificates and congratulations . .	Dr. Wayne Worner
Remarks	Dr. Harold Bergquist
Presentation of awards to instructors	Jane McMiller
Benediction	Mariam Updike

Graduates

Anderson, Jane
Carlyle, Veronica
Carter, Margaret
Coulon, Helen
Duker, June
Evans, Martha
Hamre, Lila Mae
Hellekson, Mildred
Hillier, Beryl
Horrock, Thecla
Jones, Ruth E.
Lagow, Vicky
Lossner, Donna
McMiller, Jane
Marback, Joette
Moen, Sandra

Pedersen, Beth
Petrie, Arlene
Retallic, Lenora
Rindahl, Fay
Ruele, Pat
Shelby, Carol
Spiegelberg, Jennie
Stranger, Percette
Taylor, Jean
Thrall, Arla
Thompson, Marilyn
Updike, Marian
Wangsvick, Doris
Ward, Pearl
White, Leilani
Williams, Kathy

Cover by Carol Shelby

Staff

Abbott, Margaret

Abbott, Jerry

Carney, Bernadine

Guy, Christine

Larson, Roger

Leach, Robert

Lian, Clarine

Loberg, Warren

Lunde, Jo

Meisel, James

O'Shea, Dan

Peterson, Ruth

Robertson, Sandy

Taylor, Duane

Thompson, Geneva

Wiley, Rosemary

FROM THE ELEMENTARY

It's really a pleasure for me to represent and to be a part of such a wonderful group as the elementary teacher aides. We have formed many warm friendships the past four weeks and it will be hard to say "farewell" today.

I don't know what to call my talk this morning, but I have received several suggestions from the other aides. One title suggested was - "Summer School for Sleepy Swingers" or "How to Enjoy School Without Really Trying."

Oh, yes, we would rather be called teacher aides than paraprofessionals, as that term somehow conjures up the idea that we may be asked to jump from an airplane one day.

Seriously, though, we all feel as if we are pioneers in a new field. The teacher aide position is relatively new in the field of education and a great part of how the program is accepted by the teachers and the public will certainly depend on our own performance when we return to our schools this September.

We have heard the question, "Does this teacher aide program have value for you?" several times these past weeks. We would now have to answer emphatically - yes!

Maybe in some fields, such as new math and its terminology, we may still be a little confused. But more importantly, we have seen the school situation from both sides now. I think we have begun to identify with the many problems confronting the modern teacher today and can be a valuable helpmate for her.

The key seems to be in communication - not only with the teacher and administrators, but with pupils and parents as well. We are all united in the struggle for better schools and education for our children. No longer will we be satisfied with the old standards, but we must demand teaching that is creative and which will motivate our children to learn because it is interesting and important to them for their own sake.

Some of the new innovations now are trying to accomplish this by creating a pleasant atmosphere in which to learn and to have superior teachers spread their influence over many children. The aim is towards more individualized instruction and teacher aides can certainly prove their worth in these programs.

I will be working at Carl Ben Eielson Elementary on the base and it is probably the most advanced in the use of differentiated team teaching utilizing teacher aides as part of the team. There are so many different areas and ways that an aide can be used effectively in a school like this. For the aide, it especially promises to be an interesting and exciting challenge.

I certainly think our training here has increased our knowledge of not only behavioral problems and possible approaches to them, but a wealth of practical know-how, such as learning how to operate all the audio-visual equipment, how to use and maintain the card catalog in the library, how to prepare attractive and infromative bulletin boards, and, of course, how to type and run all the many dittos that our teacher may need. All of these skills are very important in the overall role of the teacher aide.

We have had to sell ourselves to the teacher and convince her that besides all of these clerical tasks, that we can also be a valuable help to her in the classroom, helping with small groups, giving tests and supervising the class while she is involved in other important tasks.

We will have to prove our worth by showing that the necessary skills that we have learned here plus the proper attitude that we hope we have developed here will prove overwhelmingly that we can be just what our name states -- an aide to the teacher.

Leilani White

FROM THE SECONDARY

Good Morning.

This has been some four weeks, hasn't it?
Did you ever ask yourself, "What am I doing here?"

... like after those tests we had? We were supposed to tell if two words were synonyms or antonyms and we'd never seen either one before?

... or like during the metric system. If you had something smaller, there would be more of them, so you had to multiply?

... or like the small project one teacher referred to and it turned out the synopsis had to be at least five pages and the laundry was up to the ceiling?

... or like the day we were told that after all the time we spend on matching, blending, and co-ordinating colors, that at night, in the darkenss, there is no color at all?

... or like the day you were supposed to cut one word out of a tape recording and the machine ate it up?

But, here we are with most of our faculties (a little play on words) still in tact. I sort of feel like the TV commercial that goes "And they said it couldn't be done!"

So, I am here today on behalf of the Secondary Teacher Aides to offer bouquets to all the staff who helped us get here. I wonder if any of them have considered early retirement during this program?

Seriously, in many of our classes we talked about "learning experiences" for the students. This has been one for us. I know I speak for the other Secondary Aides when I say that as long as I'm learning I know I'm not dead from the neck up, and if we didn't enjoy learning, they, like me, would not be in this program.

We cannot at this time truly evaluate how much use we can make of what we have learned. And even after this workshop, I'm sure we all approach our first days in the school system with some anxiety. I can't begin to imagine what it would be like to have to face those first days without a training program of any kind.

I cannot think of a better way to express our aims as teacher aides than to quote Ralph Waldo Emerson's definition of success:

> To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to know even one life has breathed easier because you lived. This is to have succeeded.

Thank you.

Ruth Jones

Remarks
Dr. Harold Bergquist

I. Congratulations - graduates, instructors, and Mrs. Abbott

II. Privileges of being a teacher aide

  A. Close contact with students - aides tend to be more readily accepted by students
  B. Knowledge that the presence of aides tends to improve student achievement and attitudes toward school - Bank Street College Studies
  C. You are pioneering in the field of education

    1. President Nixon - America needs pioneers
    2. Education is generally accepted as the key to social change. Our society is beginning to act as though this is fact.

      a. Locally 75% majority on mill election
      b. Nationally - Dr. Allen - doubling of expenditures by 1980

    3. As pioneers you will design the roles for future aides. Will you be positive alive participants in society or will you be second class citizens?

III. Responsibilities of being a teacher aide

  A. You have done well as students; we expect quality performance from you.
  B. In some situations you will really be better teachers than the teachers you work with. If this is so, use judgement and don't make an issue of it.
  C. As an educator never stop learning - Chaucer - "And gladly would he teach and gladly learn"
  D. Who do you think most influences character development? Because yours will be the closest association with students you will have the greatest impact on character development which is really the prime purpose of education.

IV. Finally, I give you best wishes as you proceed into new positions. I am confident that you will perform in a manner that makes all of those, who made this training workshop possible, happy that you were selected as participants.

GRAND FORKS PUBLIC SCHOOLS

Training Program for Teacher Aides

This Certificate Is Awarded to

in Recognition of Attendance, Participation and Completion of the Requirements Prescribed for the Program in

Teacher Aide Training.

August 15, 1969
Dated

Margaret Abbott
Director, Teacher Aide Training Program

Wayne M. Worner
Superintendent of Schools

President School Board

Instructors:

Duane Taylor, Principal of Nathan Twining Elementary School

Dan O'Shea, Principal of Carl Ben Eielson Elementary School

Rosemary Wiley, Masterteacher at Carel Ben Eielson Elementary School

Jerry Abbott, Principal of J. Nelson Kelly Elementary School

Josephine Lunde, Language Arts Coordinator Grand Forks Public School District #1

Sandra Robertson, former Math Teacher, Schroeder Junior High School

James Meisel, Assistant Principal of Carl Ben Eielson Elementary School

Warren Loberg, Principal of South Junior High School

Bernadine Careny, English Teacher at Sough Junior High School

Geneva Thompson, Librarian, Carl Ben Eielson Elementary School

Christine Guy, Librarian at Nathan Twining Elementary School

Robert Leach, Director of audio-visual at Central High School

Roger Larson, Math Teacher at Central High School

Clarine Lian, Teacher Aide at J. Nelson Kelly Elementary School

Ruth Peterson, Teacher Aide at South Junior High School

BEHAVIOR AND MISBEHAVIOR IN THE CLASSROOM

Dorothy Sparks

Too often teachers reinforce bad behavior in the classroom by showing or expressing annoyance, scolding, admonishing, etc. The teacher often feels personally challenged and threatened by misbehavior and then the teacher succumbs to a power contest. We teachers have to recognize the child's goals of behavior. Correct evaluation of each goal requires careful observation and experimentation. All misbehavior is an attention getting mechanism, or AGM. Usually misbehavior can be categorized into four main goals.

1. Attention getting
2. The Contest for Power
3. Seeking Revenge
4. Displaying inadequacy

A teacher must watch her own response to these four types of behavior and be alert not succumb to the child's goals when he expresses through disturbing or inadequate behavior. Do not do what the child expects.

Attention Getting: When the child is trying his first attention getting technique on you, usually speaking the child's name softly and calmly, and then waiting for his response takes care of it. If he is emotionally an attention getter, he will repeat it. The teacher should never show annoyance at this point. If the child is talking to others, divert the class' attention to what he's saying. This usually stops it and you have not done what the child expects you to do. After class or during class try to give this child some responsible task. This should take care of the first step of attention getting.

The Contest for Power: If the teacher shows annoyance at the first stages of attention getting and seeks to punish or admonish the child, he will only challenge the teacher to see how far she will go in her punishing task. Sometimes children are already in this stage when they first come into your classroom and they are bitter toward teacher for the way they have been treated in the past. Again, do not succumb to his wishes in seeking your power. If a teacher feels threatened at this point, children can very easily recognize it. They are artists in psychiatry. They will push you to, "Let's see who's boss." occurs. Instead try to use his power for something good. Give this student an opportunity to help others (with your supervision). It completely fools the child and he usually does not repeat the performance. The teacher must also remember that she must repeat her performance in giving him recognition. This is what he is seeking. He wants to be wanted and accepted in his group. If you do not give it to him, he will go into the next step which is seeking revenge. We usually have a conference with the child in all of these stages sometime after class or after school. This is another way you can give him attention. Our conference at this stage of behavior would consist of asking the child what he wants. He usually doesn't know. Then the teacher suggests that she might know for she once felt that way. If you say that you think that he would like to be called on more and at a time that you think he would know the answer, the child will usually answer that this is what he wants. Then say, "If I call on you---(maybe ten times)---will this help?" If he says yes, then say, "At each time I call on you, I will give the number of the times I have called on you. When I get to ten you know that this will be the last time. Other children like to be called on too." So you do this and then in your conference, ask if you can decrease the number of times and soon he will ask you not to call numbers anymore and that calling on him like you do with other children will be sufficient. It works!

Seeking Revenge: If the teacher succumbs to the power seeking behavior and gives the child a punishment, usually the student will seek revenge. This type of student uses destructive behavior to display his attention. He is hopelessly discouraged, and literally starved for encouragement. Here the teacher must heap the platter high with encouragement and success in front of his peers. He is still seeking identity, but he knows that the only identity he will get will be with other guys like him, so he tries to be a big hero with them. It is in this group that juvenile delinquents seek their buddies. They hear of a certain tough guy over at such and such a school and he is recruited to become a member of their group. The child gets attention from this group and he is hopelessly lost. These children are too hurt to believe that anyone can really appreciate them. Now is the time teacher and aide should try with all that is within them to save this wonderful child from this destructful group. You can do it. It may take a long time to gain their confidence, but it can be done. It only requires your continued patience. Try to win this soul back among the group to which he belongs. They are ostracized by good children and find their status in society only by hurting otners. They are the most disturbed children and have given up hope of ever being accepted by adults. They do not realize that they provoke bad treatment by anticipating it. Telling them that it is bad and telling them how they should behave does nothing for them. They only sink further into their shell. A child who has tried to attract attention through destructive behavior should be given opportunities for special praise and recognition for useful efforts. Allow them to run audio visual equipment. This is great recognition in front of their peers. Put emphasis on making him feel his place. Allow him to act and choose his part in a play. Try giving them a part similar to what they are doing and they will ask to be relieved of this part. When you ask them why they wish to be relieved when you have a conference, they will say, "It's too much like me." The child begins to recognize what he's doing. Drama cannot be emphasized enough as a means to an end of misbehavior. We often get criticized for rewarding bad behavior and that other children will think that this is what we are doing. But you see in the meantime we have a conference with the rest of the class and ask them to help this child overcome his bad behavior. Children are wonderful. They are very good inside and really will cooperate. Seek out one good leader in the class to help this individual and let this be his project. Usually the rest of the class will treat this individual like this good leader does work and it takes OOOOOOHHHHHHHHHH SSSSSSSSSOOOOOOOOOOOO much patience. If you can recruit one soul a year from a life of juvenile delinquincy, isn't it worth your time and patience? You will never stop loving yourself for it after you have been successful. Don't hesitate to try a variety of ways to give them responsibility and recognition from the group. There has to be something good about the youngster and work from there. Unfortunately most educators who try to correct the child are satisfying him by making such a fuss over his behavior and he will repeat his performance. This is the only way he can get your attention. Do not isolate a child, punish him, or send him to the principal. You only lose your status with this type of child.

Displaying Inadequacy: The fourth type is the type of child that many teachers give up working with and neglect. This type of child feels inadequate and displays passive behavior because he doesn't feel he is good enough and therefore does not take part. Try to overlook his passiveness and give this child much praise or encouragement. Most of all give him success in the classroom. Allow this child to run the movie projector or film projector. Try having him participate as a leader in something that he is successful in. If it is art, allow him to be a group leader in art. If it is math, by all means allow him to help a group having difficulty in math. Heap the platter high with successes even if they are very little successes, allow him to know it. Allow him to feel it. The author of this paper once had a student that had buck teeth. This student felt very inadequate and therefore became an F student. He revealed his intelligence in several ways such as his manners and speech. I observed that he was very talented in art. He was allowed to do the bulletin boards. He was a leader of a group doing a mural for social studies. Before the end of the year this F student became a B student. He was able to overcome his inadequacy.

If a student is deficient in reading, give him language experience. He will have success every time. It never fails unless there is brain damage. If the child has an emotional block in reading, use drama and then use language experience. It relieves the emotional block. It has never failed for this author and it has been used many times. You have to find out what the child is interested in and then roleplay with the child. They forget all about themselves and follow along in the drama. It's fun. You'll enjoy it and they do too. If teacher aides can recognize these four types of behavior and not succumb to their goals, they will have classroom success. Talk over the child's behavior with the teacher. Maybe she can be helped with your knowledge of the four types of behavior and how to handle it. CAUTION: You have to be very clever. Make it sound as if the teacher knew it all the time.

Acknowledgements:

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